

THE **DEAF** **AMERICAN**

NAD-Gallaudet College Sponsored . . .

Leadership Deaf Projects

THE NATIONAL MAGAZINE FOR ALL THE DEAF



**APRIL
1977**

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The Editor's Page

Guest Editorial . . .

Because of the timely importance of the subject—survival of the state residential school for the deaf and its comprehensive program—we are giving over the Editor's Page of this issue to reprint an editorial which appeared in the Flint (Michigan) Journal of April 5, 1977. We also call attention to this month's President's Message in the NAD section which contains testimony supporting the concept and importance of a well-rounded educational facility.

If a movement similar to the one cited in Michigan has not yet begun in your state, it is very, very likely to appear due to the current fad which holds out mainstreaming as the educational answer for all (or practically all) handicapped children.

MSD Parents' Objections Valid

A proposal to limit enrollment at the Michigan School for the Deaf to those with handicaps in addition to deafness has aroused parents of deaf children to angry protests.

The state should listen most carefully to those outcries, not only in relation to the proposal for educating the deaf but also in considering a trend in government that it represents.

That trend is for state government to follow the advice of "specialists" in various consultant services without questioning the practical side of the theories they advance.

The current inclination among such consultant services is to recommend that state governments decentralize the state's responsibilities in any number of social services. That trend is evident in the care of welfare clients, in suggestions to place non-violent criminals in custody of local agencies, in many specialized areas of education and, in Michigan, at least, most notably in the care of the mentally ill.

The problem lies not in the theories but in their implementation — or, to be more accurate, their inadequate implementation.

These recommendations have considerable appeal to legislative bodies because in many cases they can see an opportunity to reduce some long-standing finan-

cial obligations by shifting the burden upon the localities. Often the catch is in funding the local programs with less money than the state is spending on the current programs.

The recommendations in the survey in the MSD proposals are based on the concept that the best way to educate deaf children is not through a state school for the deaf. Instead, it is argued that they would be better served by having programs for the deaf in the schools of their own communities so the children could adjust to the society in which they live rather than the "artificial" society of a school of deaf pupils.

It is an excellent theory — but the angry parents know that theory doesn't teach their handicapped children. And they have good precedent for doubting that their local schools are going to do so, either.

That precedent is best illustrated by what has happened in Michigan in the care of the mentally ill. A theory similar to the one on educating the deaf was advanced for the mentally ill. The argument was made that the large state institutions such as in Lapeer, Coldwater and Caro were not conducive to improving the lot of those who were retarded or only mildly ill.

The thing to do was to return these individuals to their respective communities where they could be helped to adjust to familiar surroundings and be "fitted" into society.

Properly implemented, such a program might well have been a giant step forward in society's dealing with the problems of those who are having mental problems of a curable type or those who are marginally retarded.

Instead it is developing as a serious slip backwards as patients are being placed in most cases in programs where they get scant attention because the programs are understaffed and underfinanced. In many communities, even the promising programs are being forced to cut back as state help becomes smaller and the loads on the staffs become larger.

The closing of the Flint outpatient clinic for the mentally ill is a pointed example, but there are many

(Continued on Page 26)

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Leadership Deaf Project Trains Grassroots Leaders

By BOB DANIELS, Virginia



Left: Gary W. Olsen, CSSA chairman and LDP coordinator, along with Nancy Rarus, CSSA committee member from Region I, and Jack R. Gannon, Gallaudet College Public Relations director and trainer, shares in laughter. Right: A typical work session during the LDP in New Jersey. Left to right, Lester Kidd, Virginia; William Pickhardt, Delaware; Mrs. Edgar Bloom, Sr., wife of the senior NAD Board Member from Region I, New Jersey; Roger Claussen, Connecticut; Myrna Orleck, Rhode Island, and Richard Corcoran, New York.

The Leadership Deaf Project is a regional grassroots leadership training program jointly sponsored by the National Association of the Deaf and Gallaudet College.

The program is uniquely designed to give the grassroots participants the opportunity to get involved and take an active role in their own community affairs. The first part of the program, called Phase I, is a 2½ day training workshop to introduce 20 participants to the basics of community understanding and involvement.

Five of the 20 regional participants (from the four NAD regions) will be selected to participate in Phase II of the LDP. Phase II will be a week-long in-depth training program to be held at Gallaudet College this coming summer.

The writer was privileged to be a participant in the Region I LDP which took place at the Mary H. Katzenback School for the Deaf, West Trenton, New Jersey, March 4-6, 1977.

Below is a list of the other participants:

Myrna Orleck, Rhode Island
Barbara Hemond, Rhode Island
Richard Corcoran, New York

Ken Cobb, New York
Shirley Desrosier, Connecticut
Roger Claussen, Connecticut
Donald Smith, New Jersey
Albert Barnabei, New Jersey
William Pickhardt, Delaware
Sal Schwartzman, Pennsylvania
Harold Mowl, Pennsylvania
Hayward Wright, North Carolina
Mrs. Hayward Wright, North Carolina
Mrs. M. Bloom, New Jersey
Phil Aiello, Maryland
Macon Calhoun, Maryland
Lester Kidd, Virginia
Bob Daniels, Virginia

The trainers were: Gary W. Olsen, (Indiana) CSSA chairman, and LDP coordinator; Jack R. Gannon (Maryland), Gallaudet College Public Relations director, and Dr. Jim Cox (Indiana), former Gallaudet College Community Education director.

After the workshop rationale was covered the program went into full swing with Jim Cox speaking on **achievement motivation**. The writer can confidently say that this left the participants feeling rather impressed. The central theme was that much could be achieved when we help others to help

themselves. Instead of assuming the responsibilities of the grassroots deaf for them as many leaders tend to do and leaving the deaf out of great projects being undertaken with the assumption that the deaf themselves would not be able to do much on their own, we need to stop for a moment and take into consideration how much we really are helping them. Are we helping them to the point where they may learn to handle more responsibilities themselves, or are we just pampering them? Of course, it will require more of oneself to help a deaf person assume and handle his own responsibilities, but it certainly will pay off in the long run. It requires an attitude and willingness to help the deaf to help themselves. But before one can help others to do that, he first must develop a sound and positive attitude and concept of himself. A person's concept of himself will either enhance or limit his ability to help the deaf.

Self-concept? What does one think of himself? How does he rate himself? A good concept of oneself will enable the person to have a more positive outlook on life and greater confidence in himself. One cannot really appreciate

OUR COVER PICTURES

Top, left to right: Albert Barnabei, New Jersey; MKSD Superintendent Phil Conlund; Haywood Wright, North Carolina; Tom Pease, New Jersey; Elizabeth Jones, New Jersey; Don Smith, New Jersey; Richard Corcoran, New York; Harold Mowl, Pennsylvania (hidden); Mrs. Wright. Bottom, left to right: Leslie Kidd, Virginia; Gary W. Olsen, LDP coordinator, Indiana; William Pickhardt, Delaware; Phil Aiello, Maryland; Don Van Der Heyden, New Jersey; Myrna Orleck, Rhode Island (hidden); Bob Daniels, Virginia. (Photo credits for all pictures accompanying this article: Jack R. Gannon)



Left: Small group discussions were an integral part of the LDP. Left to right, Ms. Desrosier, Mrs. H. Wright, North Carolina; and Sol Schwartzman, Pennsylvania, listen to Mr. Calhoun. Right: Everybody contributed to the discussions. A great many ideas were exchanged and courses of action were planned. Left to right, Mr. Corcoran, Ms. Orleck, Mr. Daniels (who did not want to miss out on anything for his article), Mr. Aiello, Albert Barnabei, New Jersey; Harold Mowl, Pennsylvania.

and see good in others unless he first sees it in himself. Many deaf people tend to degrade themselves and hold themselves in low esteem, mainly because of their poor command of the English language and their inability to relate well with the hearing world around them. In their low concept of self, negative attitudes build up; the deaf person begins to look at the worst side of things and then lets that decide things for him. The deaf person's past experiences govern how he feels, what he is, what he hates and what he values. The deaf person as a leader must work to set aside this negativity and **dare** to be great. He must be willing to give things a try with positive thinking and the attitude that he **can** do it.

Following Jim Cox was Gary Olsen on the importance of **planning**—planning things ahead of time in order to have the best success in whatever one's aim may be. Planning begins with a **need**. But before one can plan on this **need** he must be able to clearly define this **need**. There are six basic steps in planning and they are as follows: 1) Determine needs and identify problems. Clearly define these problems as needs. 2) Set priorities. We often find ourselves in meetings presenting all kinds of needs with hopes of getting them solved but to no avail. One need must be tackled at a time. So needs must be set up according to the most urgent and important need to the least. 3) Establish a specific and identifiable goal for each priority. Find exactly what you want to accomplish to meet the need. 4) Select projects to achieve each goal. Find what materials, supplies and community resources will be needed in each project. Decide exactly what you want to do with them. 5) Monitor and re-evaluate priorities, goals and projects. And 6) Re-evaluate progress.

That way you will be able to determine where changes and improvements may be made.

*When all is said and done—
Let more be done than said.*

—Chinese proverb

People are very good at it when it comes to talking. The deaf have the greatest ideas on how to make life for themselves more pleasant and convenient, yet not much is done with these ideas. People should be kept **task** oriented, not **talk**-oriented. We need to get these needs together and define them, set priorities and the goals in each priority and work to achieve these goals, one by one. People band together and work together when they have common needs and goals. In order for state associations as well as any other organization to grow, they must set up these clearly defined needs and goals, so that more deaf persons can understand them and become a part of these service-rendering groups.

"... I found this project to be interesting and helpful in my understanding of different deaf people I work with ..."

—Albert Barnabei, Participant,
New Jersey

Every organization tends to have three basic components. One is the **purpose**. Within this we have the common goals which are what brings people together. This seems to be a big problem with some wilting state associations today. There doesn't seem to be a mutual and common need, and the deaf are withdrawing their memberships from these for the simple reason that they feel they have not received or will not receive anything from it. The second is the **mechanism** (or the know-how). There is potential among members in every organization. Every person has some potential which may be utilized. Some are very elaborate in their skills; some

very simple. Look for these skills and let the deaf person become involved with this organization by the use of his skill. In a few words, we **must** have the mechanism to enable ourselves to work towards the goal of the organization. The third component is the **personalities**. Here we have the people who are recognized as leaders among the deaf and who keep a sense of identity within the members of the organization. Practically every organization gets started with this component and continues with it.

"... LDP has helped us to develop better leadership qualities and make greater use of our potentials we possess ..."

—Barbara Hemond and
Myrna Orleck, Participants,
Rhode Island

Coordinator Olsen emphasized that a successful leader is the one who shares of his potential and encourages others to do likewise. In the following is a little acronym of the basic things a leader should possess which is best exemplified by the word "share."

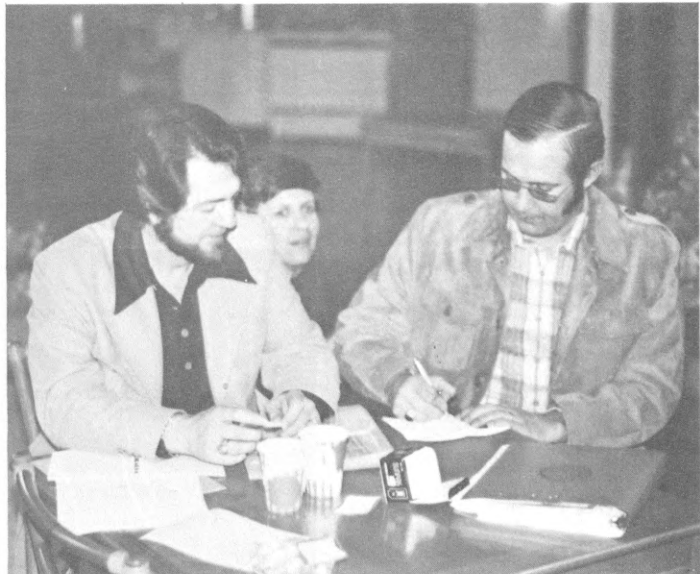
S-Sacrifice. He will give up a lot of his pleasuresome activities for plenty of endless, tedious and yet enjoyable hours of work.

H-Honesty. He is sincere in his desire to work with others in getting their common and mutual needs met. He is honest about his work and people know it.

A-Attitude. A very willing and positive one, too. The attitude of "I can-ness" and "Where there's a will, there's a way." Will look at the negativeness only so that he can help defend the positive side.

R-Responsibility. A must for all leaders. He does his job thoroughly.

E-Example. Set the example before preaching it if you want others to follow.



Left: Everybody listens with interest. Left to right, Ms. Orleck; Donald Smith, New Jersey; Bob Daniels, Virginia, who wrote the accompanying article; Macon Calhoun, Maryland; Shirley Desrosier, Connecticut; and Phil Aiello, Maryland. Right: Dr. Jim Cox, one of the trainers, discusses some terms with MKSD Superintendent Phil Cronlund, who provided facilities gratis for the LDP sessions.

"When one is willing to Sacrifice with an Honest Attitude and bear his responsibilities he will be an Example of a real leader."

—G. W. Olsen, LDP Coordinator

Every single letter is essential to the leader. The leader is one who will serve others, one who will give the language-deprived a helping ear and work with **their** needs. Every deaf person is important to the leader, and he will want to involve all who desire it as much as he possibly can. **Every** deaf person has some capabilities that can be put to use in their organization.

During the reception given to the participants by Superintendent Philip Cronlund and his wife, we wanted to express our appreciation for all that the school had done for us. We donated two CSSA State Association Handbooks to the school library. We also gave the school two U.S. Saving Bonds to be given to two of MKSD outstanding students who were outstanding leaders in their school.

Jack Gannon spoke on public relations. The main themes stressed were **community awareness** of the deaf, letting the world know that the deaf do exist, and **public relations**—how you relate to your public or create a public image. We as deaf people have a big job to do and that is to get the community aware of the deaf by the use of public relations. Short-term and long-term goals listed for this were providing information cards on deafness, having television spots furnished by Gallaudet College Public Relations Service distributed to his local stations and general publication items of interest on deaf people in local newspapers and magazines. Long-term goals include featuring an interpreter on the local TV news programs and sign language instruction.

Finally, Gary Olsen's talk on the role of the individual and the state association within the NAD proved to be the most informative of all, judging from the reaction of the participants and tremendous feedback. Being as huge as it is, the NAD, with its vast network of affiliated organizations and its growing publishing undertakings, along with a number of national issues and the desire to continue to help the state associations obtain the attention and service they need, has a good reason for establishing the Committee on Services to State Associations (CSSA). We have the CSSA to help bridge the communication gap that may arise between the NAD and state associations and also to provide immediate assistance as soon as possible. The CSSA works more closely with the state associations and keeps us informed on the NAD affairs, as well as provide various training needs.

"We can count on the grassroots people—the FIRST STEP is on the local level; the SECOND, the state; and the THIRD, the national level. If we follow this practice, our organizations will become stronger than ever before. Remember—"Don't let George do it."

—Sol Schwartzman, Participant, Pennsylvania

"Don't let George do it." The grassroots deaf people are what it really takes to make a strong organization—not only the leaders. As a part of your NAD-affiliated state organization chapter, you are a part of a vast body of organizations of and for you, the deaf person. As you work with your state association and local chapter, you are contributing to your state association's work with the NAD, which is its strength. Through the state associations the NAD is able to focus on the needs of the deaf as a group and helps to serve as its voice. The CSSA is working towards keeping

the deaf aware of the direct and indirect services the NAD has rendered in order to stimulate further interest of the grassroots deaf in the NAD.

"... the trainers did a remarkable job on their lectures and presentations of the LDP ..."

—Donald Smith, Participant, New Jersey

Gary Olsen, Jack Gannon and Jim Cox are to be commended for a job well done. From the viewpoint of this writer as well as several other participants, the trainers did very well in the organization and presentation of all of this vital information. The response of the participants was that of comprehension and enthusiasm, and much of this can be credited to the fine work of the trainers.

Speaking on behalf of the group, we appreciate all that NAD and Gallaudet College are jointly doing to help us help ourselves and our fellowmen. We sincerely hope this project will be carried on and reach many more deaf grassroots.

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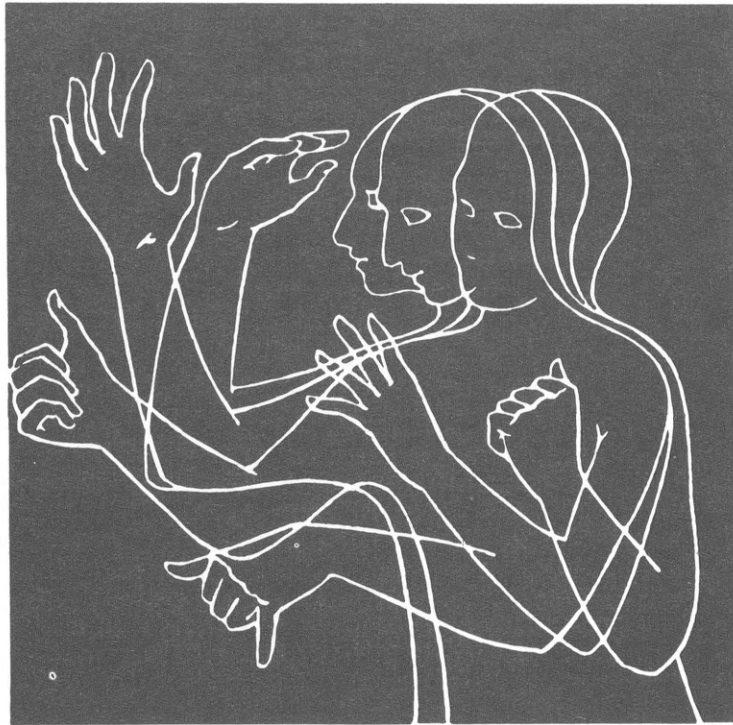
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PBS President Calls For Unified Broadcaster Action In Developing TV Service For The Hearing Impaired

In a letter dated March 22, 1977, to John D. Backe, President of CBS, Inc., Public Broadcasting Service (PBS) President Lawrence K. Grossman called for "cooperative action on the part of all broadcasters" in establishing captioned television services for the benefit of hearing impaired viewers.

Grossman was commenting on the CBS president's reply to President Carter's request (of February 18) that the television industry improve service to viewers with serious hearing deficiencies.

The letter to Backe and PBS's own reply to the President, follow:

March 22, 1977

Mr. John Backe
President
CBS Inc.

New York, New York 10019

Dear John:

I've been reading press reports on your letter to President Carter in response to the request he sent to all of us on February 18, asking for suggestions on providing the deaf and hearing impaired with a full range of television services.

These reports are disquieting to say the least. I believe it is long past the time when we should be holding back on a matter of such importance to so many of our fellow Americans. What is needed now is action—cooperative action on the part of all broadcasters, both public and commercial. Yet, from all reports about your letter to the President, it appears that you have been misinformed regarding the facts which, as they have been publicized, are unquestionably misleading at best and spurious at worst.

As you know, PBS has been working hard for a long time to develop a workable, cost-effective technology for captioning television programs and thus making the medium accessible to the many millions of Americans with severe hearing impairments. We are wholly committed to this objective. I summarized our four-year effort in this area in a letter to the President on March 9, a copy of which is enclosed for your information.

Reportedly, you told the President that encoding equipment would require a per broadcaster investment of about \$250,000. This estimate is absolutely off-the-wall. The systems we are developing should cost in the range of \$35,000 to \$50,000, with the capability of captioning five hours of programs a week. The prototype system exists. It works. Indeed, it has been working for the last couple of years, and we have several hours of captioned programs a week—available now to the hearing impaired—to prove that it works. (Even if the estimate furnished you were correct, which it is not, I'm not sure what it was intended to prove. It must be obvious

that broadcasters in a city or even a region could pool their resources to achieve maximum cost-efficiency in the use of encoders. The cost per broadcaster would be quite modest.)

Based on CBS's experiment in captioning a one-hour episode of THE WALTONS, you report that the job requires some 76 man-hours at a per-program cost of \$4,000. This estimate is about 400 percent too high, and again we have the experience to prove it. Using our technologically-advanced, computer-based equipment, costs per program hour rarely exceed \$1,000, and the finished product for so complex and important a series as THE ADAMS CHRONICLES meets the highest professional standards. Our long-standing offer to CBS still stands: bring us that WALTONS episode; let us demonstrate our captioning systems to you; let disinterested judges—technicians, educators, the deaf themselves—view the results. I'm willing to bet in advance that we can do the job in half the time and at less than half the cost. We've been doing it all along. Our system has been used for Norman Lear episodes, to his enthusiastic satisfaction, as well as our own programs.

Finally, as to the cost of home decoders, our best estimate, depending on the technology used (whether a device built-in to the receiver or an add-on adapter), is that production-line decoders should range from about \$100 to about \$300. Every national organization of and for the deaf has reiterated the overwhelming desire of this major population of Americans to invest in home decoders or adapters just as soon as captioned programming is widely available. It seems to me wholly inappropriate to question the sincerity of this desire, or to seek to "protect" the deaf and hearing impaired from the urgency they feel about joining the rest of us in the viewing audience, whatever the cost, and in spite of the fact that today's decoders might sometime in the future be supplanted by better ones.

Captioning by the existing PBS systems may not be the whole answer to service for the deaf and hearing impaired for all time. But it is a big part of the answer, and its time is now. I would hope that you and your colleagues in commercial broadcasting will reconsider your position and plan to join with us in this effort.

We in public television are prepared to begin the process of working cooperatively any time you say (tomorrow?) to make a reality of full television service for the deaf and hearing impaired. And that, of course, has to be the overriding objective for all of us.

Sincerely,
Lawrence K. Grossman

LKG:jb
Enclosure

March 9, 1977

President Jimmy Carter
The White House
Washington, D.C. 20500

Dear Mr. President:

Your letter of February 18 asking for our suggestions about making television programs accessible to the 13-to-14 million Americans with severe hearing impairments is most welcome. It gives me the opportunity to describe to you the leading roles that the Public Broadcasting Service, and the nation's local public television stations, have taken in this important effort. I believe it is fair to say that public television's contributions have been unique among all broadcasters and that we alone are making significant strides toward bringing the benefits of television to millions who would otherwise be totally unserved.

Your letter is welcome for another reason as well. It signifies your own personal interest, and your deep commitment, to the continuation and expansion of this special service. Your leadership can obviously make a great difference.

Late last year, the PBS Captioning for the Deaf project achieved an important new milestone. On December 8, the Federal Communications Commission responded to our petition and granted permanent authority for the transmission of "closed" or invisible captions on Line 21 of the television picture—and this authority, as you will see, is critical to the success of our project.

Last year also the entire question of special television service for the deaf and hearing-impaired achieved a greater visibility than ever before with public television's live signing and captioned repeats of the Presidential debates. This special service carried over into 1977, with live signing of your predecessor's State of the Union address and a repeat broadcast with open captions of your Inauguration from the Capitol steps. There is no question but that the deaf community's expectations are very high, and rightly so.

Now for some necessary background. The approach of the PBS Captioning project has been to develop a technical system for encoding captions or subtitles in the television picture which will be visible on the home screen only if the receiver is equipped with a special adapter or decoder. With such a system in place, the hearing impaired would be able to view programs with captions, without disruption to the general viewing public. This, in brief, is the technique of "closed" captioning.

The ultimate objective is to encode most television programs, both in public and commercial broadcasting—to provide for the hearing impaired virtually the same television service that all other Americans now enjoy.

The Captioning project got under way

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in March of 1973, with \$301,000 of funding by the Department of Health, Education and Welfare. It entailed the development and initial testing of the technical system—both encoding and decoding devices. Over-the-air tests were conducted via the national interconnection at 12 public television stations. Each station arranged for a deaf audience to view one closed captioned program a week for 14 weeks, and audience reactions were evaluated by Gallaudet College. The general consensus was highly favorable.

Phase Two of the project began in March 1975. Again, it was funded by an HEW contract of \$322,000. Phase Two had several objectives:

- To petition the FCC for permanent authorization of an over-the-air closed caption system (the petition finally approved last December).
- To continue development of low-cost closed captioning devices.
- To provide an interim service for the deaf in both open and closed caption formats.

The current phase of the project began in June of 1976 and will continue through FY 77. Its objectives are:

- To develop a computerized, self-contained caption editing/insertion device that will be suitable for use by any program producing entity (and would cost in the range of \$35-\$50,000, plus about \$1,000 per program-hour for the actual encoding).
- To work with solid-state component and home receiver manufacturers to develop a commercially-viable decoder or adapter for home use (which would add about \$100 to the shelf-price of a television set if integrated into the receiver and in the range of \$200-\$300 for an add-on adapter).
- To provide the continuation of an interim open and closed captioning service.

This current phase of the project is again being funded by HEW, with a contract for \$656,500, and the Corporation for Public Broadcasting is provided an additional \$125,500 for the interim service.

The programs currently scheduled for the interim service are UPSTAIRS/DOWNSTAIRS, GETTING ON, ONCE UPON A CLASSIC, and NOVA, with another run of THE ADAMS CHRONICLES in the summer. (These are in addition to the CAPTIONED ABC EVENING NEWS which is provided to the system five nights every week by the WGBH Captioning Center, Boston, in association with ABC.) In addition to having closed captions on the original feed, these programs are repeated during the same week with open captions, in order to serve the maximum number of hearing impaired viewers. Some 19 decoding devices are currently in service at institutions for the deaf—in 15 states coast-to-coast and the District of Columbia—to make it possible for the closed caption feeds to be viewed at least by these special audiences.

Beginning on July 1, 1977, the PBS Captioning project will move into the final stages of the development phase, with a budget of \$450,000 for continued technical work and \$160,000 for the interim program service. Funding is being sought from HEW and CPB, respectively.

We cannot lay out an exact timetable from this point forward. But, with the added impetus to commercial manufacturers provided by the favorable FCC ruling, a viable working system should be in place in 1979 or even late in 1978. This would include the availability of off-the-self, low-cost decoders—which the hearing impaired, as you note in your letter, have indicated their eagerness to buy. It will then be possible to envisage the beginning of regular program service on all of the television, both public and commercial, with encoded or closed captions.

The commercial networks vigorously opposed our FCC petition for permanent transmission authority. It is hard to believe, however, that this opposition will continue once a working system is in place and with a ready market for commercially-produced home decoders. Certainly the national organizations of and for the deaf have expressed a desire to work closely with commercial broadcasters—as they have worked closely with us throughout the course of the PBS Captioning project—to make regular television service for the hearing impaired a reality.

We in public television are seeking no exclusive patents for our technical systems. Indeed, with the expertise developed over the years by such entities as the WGBH Captioning Center in Boston and by our own technical center and program staff, it is conceivable that several regional caption-encoding centers might be organized which would serve all program producers. We stand ready to cooperate with all broadcasters to bring television service to the millions of Americans who have been denied access for far too long.

With your encouragement, I feel very confident that early success is well within reach.

Sincerely,
Lawrence K. Grossman

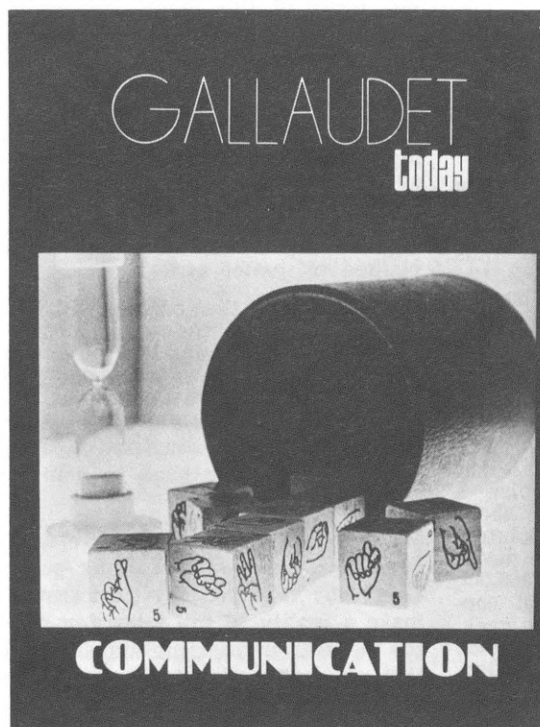
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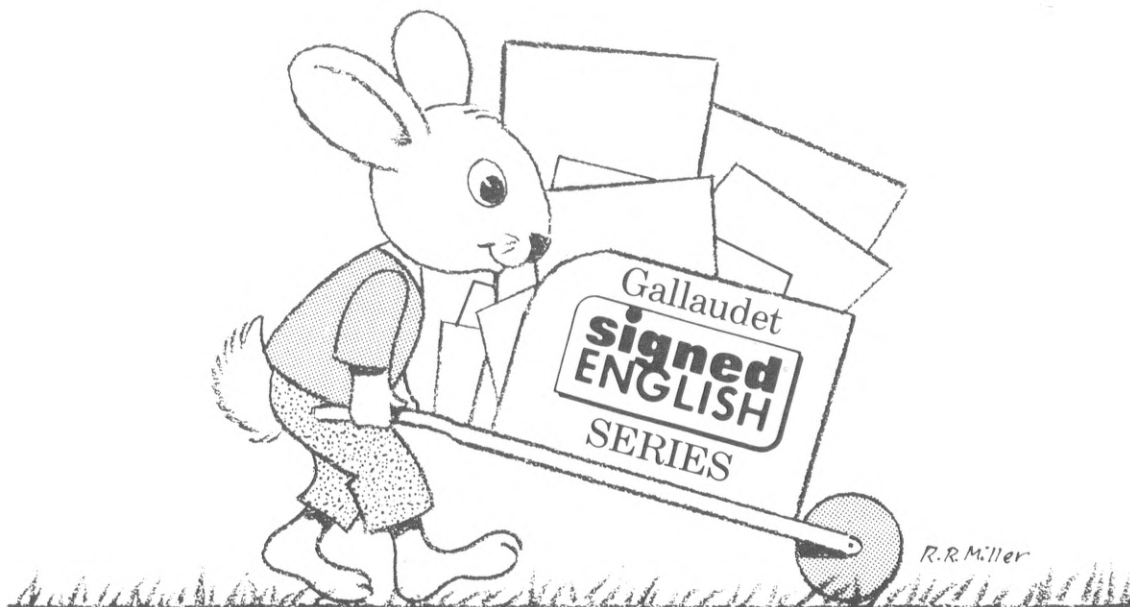
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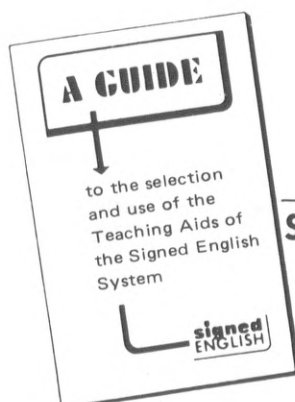
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Deaf Women And The Women's Movement

By ANNETTE CHAUSSY

The women's liberation movement has been a controversial news topic for the last decade. Although in number a majority, women have been considered a minority group inferior to men for many years. Deaf women, a double minority, are also beginning to realize their rights. How does their deafness affect their fight for equality?

To look at this issue among deaf college women, a survey was done comparing attitudes of hearing college women with those of their deaf counterparts.

Method

Seventy questionnaires were given at Gallaudet, the world's only liberal arts college for the deaf. The questionnaires consisted of 16 statements concerning a variety of attitudes such as equal pay, school and women's role as wife. Comments over and above the regular answers to the questions were welcomed. Seventy-six of the same questionnaires were given at a comparable liberal arts college, Western Maryland. In both settings the questionnaires were passed out by the investigator and two colleagues to any female student offering to cooperate. While there was no randomness in the strict mathematical sense it is felt that the students participating were a representative sample of their respective institutions and to some extent of deaf and hearing college women in general.

Results

In nine of the 16 questions, there were little or no differences in the attitudes between deaf and hearing women; however, in the other seven the differences were substantial.

Major Differences

There were significant differences in attitudes on several topics. Gallaudet coeds think, according to this survey, that women have a greater aptitude for cooking and raising children than men. Perhaps this attitude comes from the belief that women are better than men in these activities or because this is where their interest lies. Possibly deaf women assume this position because they regard women as "socially trained to be better . . .," as one deaf coed expressed it. Deaf college women feel more strongly than their hearing counterparts that a woman should be a housewife if her husband wants her to be one. Both of these views can be interpreted as a stereotyping of women's roles in life.

A majority of deaf women feel that mothers should be responsible for the care and upbringing of the children with the father taking a secondary position in helping. Only a minority of hearing women share this view. As one deaf student wrote, "The women should

be allowed to do as they wish unless the child was a newborn infant. Then it would be different."

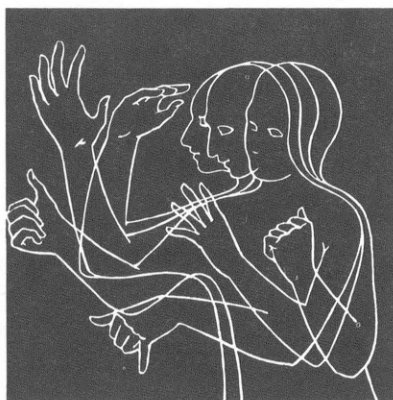
Through these statements, deaf college women demonstrate that they are less in agreement with major issues supported by the women's movement than are hearing college women. For example, they state that they would definitely be more apt than the hearing to go to a man only, for certain professional advice. For instance, they would prefer a male doctor, lawyer, dentist, psychiatrist or minister, even if a woman was equally qualified.

With these more traditional attitudes on women's rights and rules it is somewhat surprising to find that the majority of deaf women feel strongly that the leaders of women's liberation represent what most women feel. The majority of hearing coeds disagree.

Another interesting datum is that most of the Gallaudet women feel that they are treated equally academically and socially at their college. The hearing coeds as a group feel they are treated unequally at Western Maryland College.

Minor Differences

There were several other issues on which there was a less significant difference between the two groups. Deaf college women lean more towards the idea of the wife quitting school and working to put her husband through school. Perhaps they feel as one woman stated, "The husband has a better outlook in the future for a good job." Hearing women believe a little more strongly about the husband and wife sharing equally housework and child rearing if both work. One hearing student expressed it this way! "It will be easier for both of them and then there isn't a strain on the marriage."



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Areas of Agreement

Several issues were found on which there were no significant attitudinal differences. The majority of both groups strongly agree that women with the same qualifications who hold comparable jobs should not only receive the same pay as men, but also, be given equal consideration for promotions. It is generally agreed that some careers are more appropriate for one sex than another, for example, jobs that require heavy lifting.

The majority of women, deaf and hearing, voiced no opinion towards the statement that it is proper to take their husband's name when married. Of those who did take a stand, most feel the husband's name should be used.

Both groups strongly agree that they have an equal chance of getting the same grade as men in college, adding that they feel the gender of the professor does not affect the grade female students receive. Perhaps more important is the agreement that this movement has been long needed. (Refer to table.)

Conclusion

Deaf college women tend to be more traditional in their attitudes towards issues in the women's movement than hearing coeds based on a comparison of a sample from Gallaudet and Western Maryland coeds. There are probably many factors contributing to this. Perhaps the major one is communication. The hearing tend to have available more information from the media and word of mouth. They use it to organize and spread current concepts faster including those of the women's movement. By contrast deaf women tend to have less exposure to such information. This may be why the women's movement ideas are less fully accepted among deaf college women. Regardless the ideas are definitely present. Women, deaf and hearing, are realizing their inherent equality and striving to have it realized in our society.

Califano Signs Section 504

In the face of mounting demands and possibly more widespread demonstrations by the handicapped, Joseph Califano, Secretary of Health, Education and Welfare, signed Section 504 of the Vocation Rehabilitation Act of 1973 on April 28.

Section 504 contains the rights of the handicapped—provisions barring discrimination in educational and employment opportunities.

Tabulation Of Women's Attitudes

		G.		W. M.		Significant Difference	
		#	%	#	%	95% C.L.	99% C.L.
1. Women with same job equal in position and responsibility—equal pay.	Agrees and Strongly agrees	63 (64)	90	75 (73)	99	None	None
	Disagrees and Strongly disagrees	2 (1)	2	1 (2)	1		
	Total	65	92	76	100		
2. Same position, same qualifications—equal consideration for promotions.	Agrees and Strongly agrees	61 (62)	87	75 (74)	99	None	None
	Disagrees and Strongly disagrees	2 (1)	2	1 (1)	1		
	Total	63	89	76	100		
3. Some careers—more appropriate for one sex than the other.	Agrees and Strongly agrees	40 (39)	53	49 (50)	64	None	None
	Disagrees and Strongly disagrees	14 (15)	20	19 (18)	25		
	Total	54	73	68	89		
4. Women more aptitude for cooking and raising children than men.	Agrees and Strongly agrees	39 (23)	55	7 (23)	9	Yes	Yes
	Disagrees and Strongly disagrees	18 (34)	26	48 (32)	63		
	Total	57	81	55	72		
5. Women better at cooking and raising children—because interests lie here.	Agrees and Strongly agrees	26 (14)	37	5 (17)	6	Yes	Yes
	Disagrees and Strongly disagrees	33 (45)	47	63 (51)	83		
	Total	59	84	68	89		
6. Man vs. woman—both equally qualified, choose only man for certain professional advice.	Agrees and Strongly agrees	26 (13)	37	2 (15)	3	Yes	Yes
	Disagrees and Strongly disagrees	34 (47)	49	72 (59)	95		
	Total	60	86	74	98		
7. A woman should be a housewife if her husband wants her to be one.	Agrees and Strongly agrees	21 (12)	30	7 (17)	9	Yes	Yes
	Disagrees and Strongly disagrees	25 (34)	35	59 (49)	77		
	Total	46	65	66	86		
8. If in college when married—wife should quit and put her husband through.	Agrees and Strongly agrees	7 (4)	10	2 (5)	2	Yes	None
	Disagrees and Strongly disagrees	44 (47)	63	69 (66)	90		
	Total	51	73	71	92		
9. It is proper for a woman who marries to take her husband's name.	Agrees and Strongly agrees	36 (36)	52	35 (35)	46	None	None
	Disagrees and Strongly disagrees	12 (12)	17	11 (11)	15		
	Total	48	69	46	61		
10. If both work—share equally household work and child rearing.	Agrees and Strongly agrees	64 (66)	91	73 (71)	96	Yes	None
	Disagrees and Strongly disagrees	3 (1)	4	0 (2)	0		
	Total	67	95	73	96		
11. Mothers responsible for care and upbringing of children—father secondary position in helping.	Agrees and Strongly agrees	38 (21)	55	9 (26)	12	Yes	Yes
	Disagrees and Strongly disagrees	19 (36)	27	61 (44)	80		
	Total	57	82	70	92		
12. Men and women, same class, equal chance of getting same grade.	Agrees and Strongly agrees	39 (40)	56	53 (52)	69	None	None
	Disagrees and Strongly disagrees	11 (10)	16	11 (12)	14		
	Total	50	72	64	83		
13. Men and women—treated equally academically as well as socially at my college.	Agrees and Strongly agrees	46 (31)	66	19 (34)	25	Yes	Yes
	Disagrees and Strongly disagrees	9 (24)	16	42 (27)	55		
	Total	55	82	61	80		
14. Gender of professor affects the grade female students receive.	Agrees and Strongly agrees	19 (18)	27	22 (24)	29	None	None
	Disagrees and Strongly disagrees	22 (24)	31	33 (32)	44		
	Total	41	58	55	73		
15. Leaders of women's liberation represent what most women feel.	Agrees and Strongly agrees	40 (19)	57	6 (16)	8	Yes	Yes
	Disagrees and Strongly disagrees	14 (29)	20	58 (43)	77		
	Total	54	77	64	85		
16. Women's lib has come a long way but still a long way to go—I feel this long needed.	Agrees and Strongly agrees	34 (36)	49	55 (53)	73	None	None
	Disagrees and Strongly disagrees	7 (5)	12	6 (8)	8		
	Total	41	61	61	81		

How To Convince 15 Interpreters To Interpret In Sub-Freezing Weather

or

The History-Making Inauguration 1977

By MIKE HARTMAN

On January 20, 1977, 15 interpreters braved the bitter wind and cold to bring the message and spirit of the inauguration of Jimmy Carter to an estimated 2,500 people who are hearing impaired. This was the first time in the history of presidential inaugurations that interpreting services, indeed, services for all "handicapped" people were offered by the many Inaugural Committees since they began.

How did this come about? The events leading up to this historic happening were helped by many different persons. It started, however, with Jimmy Carter himself in early December 1976.

Because of a commitment he had made to "handicapped" people, Jimmy Carter asked the architects at the Inaugural Committee to build special reviewing stands accessible to persons in wheelchairs. From this start, the Services for the Handicapped was born.

Peggy Smith of the Inaugural Committee staff was called in as the special groups liaison. Many things were now happening at about the same time. The Inaugural Committee was receiving enquiries about their plans to meet the special needs of different groups. This is how I became involved—asking if they planned to provide interpreting services. At the same time, Peggy Smith was contacting various consumer groups and organizations asking for help and guidance. Among these were the National Association of the Deaf and the American Coalition of Citizens with Disabilities (ACCD).

Peggy organized a meeting to meet with all interested persons on December 20, 1976, to discuss what kinds of services were needed and which services could be offered. There were representatives from different groups as well as individuals, including Al Pimentel, Assistant to the President for Public Services, Gallaudet College, and a member of the Carter/Mondale Transition Team; his interpreter, Jayne Rizzo, and myself, as an individual interested in what services would be offered for people who are hearing impaired.

This was the beginning—in a small Chinese restaurant on "M" St. in N.W. Washington, D.C. From here, the action moved to the Inaugural Committee headquarters where I was asked to volunteer—as deputy co-ordinator of Services for the Handicapped, under Peggy

Smith, and to be the co-ordinator of interpreting services.

At the Inaugural Committee headquarters, activities were in full swing when I arrived. I was fascinated at seeing the integral makings of the inauguration of the President of the United States of America.

We had many jobs to do, the first of which was to meet with the different department heads and obtain their support. We worked closely with parades, transportation, credentials and security. We then got down to the real work—making the inauguration accessible to every person who wanted to see it.

The first thing after that was to select a site. After a lot of study, considering such things as which would be the sunniest side of the street, and easiest to get to, for example, we decided on three different locations to give people as much choice as possible in where they wanted to view the parade. We then made arrangements for special parking, signs, accessible restrooms and my specific tasks, deciding where to place the interpreters and choosing the interpreters themselves. Other considerations were finding platforms for the interpreters and securing security clearance by the Secret Service.

For people who are hearing impaired, many groups and individuals were very helpful. Al Pimentel provided an immeasurable amount of help. Also contributing valuable time and assistance were Fred Schreiber, Executive Secretary, NAD; Martha Reddin, Project on the Handicapped in Science, American Association for the Advancement of Science; Dr. Frank Bowe, Director of the American Coalition of Citizens with Disabilities, and his able assistant, Jan Jacobi. Tom Lillis from Gallaudet College provided us with many signs and Virginia Hughes, at California State University, Northridge (CSUN), provided much needed advice and support.

Governmental agencies also contrib-

uted their services. The Government Printing Office loaned us platforms for the interpreters and the Department of the Interior picked up and delivered them and placed them along Pennsylvania Avenue for us.

The interpreters who donated their valuable services were:

Dan Burch, Leslie Giordano, Mike Hartman, Darla Howard, Nannette Jurisch, Barbara Kausch, Patsy Naugle, Janice A. Nishimura, Bill Pugin, Shelly Raffle, Jayne Rizzo, Chris Rose, Larry Rudner, Beth Schreiber and Jan Williams. It wasn't easy to interpret the swearing-in and the parade—trying to hear a public address system and in sub-freezing, windy weather—they did a beautiful job.

"History-in-the-making" is not an easy thing to do. It takes a lot of caring, dedication, experience and sensitivity by everyone involved. It would not have happened if not for the hard work of so many people working together for a common goal.

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A New Face In Entertainment For The Deaf:

Patsy Naugle, Miss Teenage San Diego, 1976

She interpreted for Jimmy Carter's inauguration

I remember so distinctly the day I wrote that letter. On an impulse, I scrawled down my heated feelings on an issue which, to me, strikes very close to home: sign language interpreting for deaf audiences. In particular, I was thinking of the audience of the 1977 inauguration of our 39th President, Jimmy Carter. What brought this on? In part, a disappointing conversation with some deaf friends. I'd been reading in the paper how Jimmy Carter was throwing several celebration parties, and involving the public in every way. At least it seemed that way to me, until my friends shrugged it off as just another television program—another pair of moving lips very difficult to comprehend. They may be the President's lips, but the result was the same. The President might think he was involving everybody, but in actuality he had excluded quite a few. Over two million.

A few hours later, I had a letter signed and sealed, on its way to Washington, D.C. Inside were my feelings on the matter, that if Carter wanted to include everybody, he should use interpreters. But I didn't want my suggestion to be an empty one, demanding that the government go and search for someone to do the job. So, I offered my own services. I sent it special delivery and then proceeded on with other activities.

What a shock, when less than three weeks later, I received a phone call from the Carter-Mondale Inaugural Committee! They were planning to have a special section for the deaf audience, and invited me to be an interpreter . . . in the first interpreted inauguration ceremony in the history of our country. I couldn't believe it!

I spent the inaugural week in Washington, attending all the festivities including the Inaugural Ball. But the moment which is most precious and unforgettable to me was when Jimmy Carter took the stand. Above the crowd on a special platform, I heard his voice echo through the streets, amplified by a P.A. system. I will never be able to express adequately the feelings that ran through me as he started to speak. I felt as if he were actually speaking through me—his words of hope and faith in the old dream coming from my hands. When he finished, I realized that I had tears splattered down my face. But because of the terrible cold that day, (being a Californian, I sure wasn't used to it!) I could barely feel them.

This experience was like the climax to a journey I had begun but two years ago. Up until that time my life had been very different. For as long as I can remember, I have been a part of the



Patsy Naugle, Miss Teenage San Diego, 1976

performing world, and my sights were set on an acting career. I love to sing and dance, and as I grew, my whole life became centered around the stage. Then, when I was 16 years of age, something happened which completely changed things. I became acquainted with perhaps the first real friends I ever had. A real friendship contains love, loyalty and the ability to accept each other for what you really are. I shared all this with my new friends. However, there was one thing I had no way to share with them—my music—jazz, the blues, love tunes—all impossible. You see, every member of this large family of seven is deaf. And as for myself, I knew nothing about sign language. We chatted and joked by writing back and forth on pieces of paper, which worked just fine. But the frustration inside me each time I sang, wishing I could share with them, was far beyond any other form of pain I had yet experienced.

Time passed and I began to learn their language fairly quickly. In the fall of 1975, I entered the Miss Teenage San Diego Pageant, for which talent was a major factor in the judging. I told everyone I planned to sing, which was expected. But I gave everyone a surprise that night, and interpreted it in sign language at the same time. To make a long story short, I've been performing that way ever since. I also won that pageant and became a finalist for Miss Teenage America.

Have my goals changed? I wouldn't say they've changed, but they now have a deeper meaning to me. Since I won the title of Miss Teenage San Diego, 1976, I've been singing and entertaining more than ever, most always accompanied

with sign. During the Bicentennial festivities last summer, I toured with the Gary Moore Singers from Dallas Texas, the largest teenage touring choir in the world. Standing in front of the group, I interpreted the lyrics as well as singing. Visits and performances at Kennedy Center, the Lincoln Memorial, White House and the Pentagon were exciting and memorable. A career in television has also begun to blossom, through appearances on local talk shows and the nationally televised Miss Teenage America Pageant. I hold a position as a movie critic on one program here in San Diego, and am now in the trial process of a week testing a show of my own: five minutes a day teaching sign language lessons. I will soon be filming a week of shows, to see what kind of response will come in from the television audience. (Hopefully positive!) I also recently completed filming for a second national TV appearance, for the new Walt Disney "Mickey Mouse Club." I sing to the mouseketeers accompanied with sign, discuss this form of communication with them and teach them the Mickey Mouse Club theme song in sign, which we all do at the end. It hasn't been shown yet, so keep your eyes peeled to the Mickey Mouse Club!

My biggest love, however, will always be live performance. My fee for a night of entertainment is merely the cost of my own transportation to the performance site, and a donation to help further my projects involving the deaf community. I recently organized and directed a camp in the mountains for deaf youth, and we all had a great time together. (I must admit, however, that the kids were a little more experienced at "roughing it" than their director.) My biggest dream is to someday build a home and school for deaf children whose families cannot afford to give their child the best education and care possible. I have visions of a school which would encourage them to use their creative talents—especially in all areas of the performing world. The two youngest daughters in the deaf family

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Patsy Naugle with Jackie and Suzy Lugo, the youngest members of the deaf family with whom she has become warmly acquainted. (Photo credit: Bob Geitzen)

of whom I spoke earlier, often perform with me—dancing and interpreting the lyrics of the songs with me. They've appeared on TV also and really charm everyone they meet.

I believe in dreams, but I also know that to make them come true, it takes a heavy load of determination and work. I accept that challenge, and really believe I will be able to build that school someday, as the result of my career in entertainment. Please write to me, if you

ever need an entertainer with a cause. I'd love to share my experience with you, along with music, clowning and lots of love. I cherish my memories of all past performances and travels, but I feel that my journey has just begun. Hopefully, in the end, it will lead me to the building of that school—and a flock of little children I have yet to meet. This is my dream.—Patsy Naugle, 7479 Burbank Street, San Diego, California 92111 (714) 278-9997.

Smithsonian Institution Installs TV Phone

The information desk in the Smithsonian Institution's National Air and Space Museum in Washington, D.C., has been equipped with a TVphone which will enable deaf visitors and callers to communicate with staff at the desk.

Smithsonian volunteers staff the desk from 10 a.m. to 4 p.m. daily. The machine may be used during those hours by dialing 381-4244 or by visiting the information desk in the Independence Avenue lobby.

The TVphone was donated to the Air and Space Museum by Mr. and Mrs. Richard Wolfe of Silver Spring, Maryland.

L.A. Sign Company Has Home Base At The Cast

The Cast Theatre is the new legitimate commercial home base for the L.A. (Los Angeles) Sign Company, a theatre company for the hearing impaired, Mikel Pippi and Ted Schmitt, Cast administrators, have announced.

The group will open April 4 at the Cast, 804 North ElCentro Avenue, Hollywood, with a sign language adaptation of Royston Thomas' play, "A Situation as Real." Show will run Monday and Tuesday nights at 8:30 p.m. beginning April 4 through April 26.

"The play concerns making critical life choices. It's humorous while poignant," Pippi said. "The L.A. Sign Company is a union of players who perform for hearing and hearing impaired audiences alike. The company creates a harmonious balance between visual and auditory forms of communication," Pippi added.

Members of the company, which includes both hearing and hearing impaired actors, have participated in a variety of sign language augmented productions, including "Godspell," "You're a Good Man, Charlie Brown," "The Love of Seven Dolls" and other theatrical media.

After a period of informal organization, the L.A. Sign Company officially formed in 1976 under the sponsorship of Deaf Educational and Artistic Frontiers (D.E.A.F.) Media, Inc. Another intention of this company is to provide a medium through which the hearing impaired may express themselves theatrically.

The company is headed by Ellice Robin Sperber, artistic director; Eileen T'Kaye, business manager; and Judy Elmassian, secretary.

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—WITH INTERPRETER—

PERTINENT PARAGRAPHS . . . by Pettingill

on the

White House Conference On Handicapped Individuals

1832 M Street, N. W., Washington, D. C. 20036

By DON G. PETTINGILL, Logistics Specialist, WHCHI

Thank you all for your fine response to my first column on the White House Conference on Handicapped Individuals (WHCHI). Numerous requests for the guidelines paper for deaf participants at meetings have been received, as well as for other information. Many were from people who are not even involved in the WHCHI in any way.

Many letters have also been received from deaf delegates and alternates containing specific requests for details on the May Conference. As liaison person to the deaf participants next May, I am pleased at this show of interest. It proves once again that a well-informed and involved deaf community can and WILL respond to issues, and react intelligently and constructively.

The latest delegate count puts the number of deaf delegates at 44, with 35 deaf alternates! How's that for involvement?

An examination of only one of many

syntheses, *Social Concerns—Communications: Techniques, Systems, Devices*, shows a startling number of well thought-out recommendations from the various states. It contained 162 recommendations with 45 directly mentioning the deaf or hearing impaired and 31 more obviously aimed at the hearing impaired but not actually using the words. All the rest were more general. When and if implemented, they definitely will improve the lives of all handicapped individuals, especially the hearing impaired.

Some recommendations were sent in from several states in their official reports. For instance, the following recommendation for Line 21 Captioned TV came from 21 states:

"The Federal Communications Commission should require the television networks to implement a system of closed captioning of all programs. Through the Line 21 adapted

converter mechanism as proposed by the Public Broadcasting System in petition RM 2612."

Another recommendation came from 17 states, recommending that TTY's and outlets for portable TTY machines be placed at strategic locations to provide a means of communication for the hearing impaired.

Below is a news release from the Registry of Interpreters for the Deaf:

RID To Coordinate Interpreting Services At The White House Conference On Handicapped Individuals

The Registry of Interpreters for the Deaf (RID) has agreed to coordinate interpreting services for the White House Conference on Handicapped Individuals to be held at the Sheraton-Park Hotel, Washington, D.C., May 23-27, 1977.

In addition, Gallaudet College and the National Technical Institute for the Deaf have agreed to provide interpreters who will serve as communication facilitators during informal sessions and meetings of State delegations as well as other Conference activities for deaf participants.

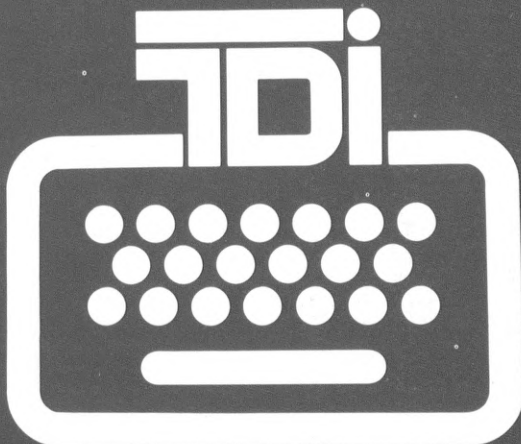
The RID will utilize certified interpreters primarily from the Potomac Chapter and surrounding regions. Utilization of local interpreters is in accordance with the RID guidelines, e.g., to call upon the local chapter to provide interpreters when a conference is in a given chapter's area.

The RID will be responsible for every aspect of the interpreting service—from lighting, background, clothing . . . to selecting and assigning interpreters . . . to providing interpreting services at: general sessions, socials, state meetings, at airports, cabarets, etc. In order to handle this assignment a committee has been established composed of:

Carl Kirchner, president; Jim Stangarone, vice president/NTID representative; Will Madsen, board member; Mike Denninger, president/Potomac Chapter; Don Pettingill, White House Conference staff member.

Mr. Kirchner is the liaison person between the White House Conference and RID. He has been meeting with the staff to finalize the plans for the interpreting services.

For any information regarding the interpreting services for the White House Conference on Handicapped Individuals write or call Mr. Don Pettingill, 1832 M Street, N.W., Suite 801, Washington, D.C. 20036, 202/382-1242 or TTY 202/382-3724.



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A Visit To A Chinese School For Deaf Children

By KATHERINE H. HARPER

The following article is submitted as an account of my visit to a school for "deaf-mute" children in Canton, now called Kwangchow, in the People's Republic of China. In July of 1976, I toured that country for nearly three weeks as a member of a study group organized by the U.S.-China People's Friendship Association, whose national headquarters are in Los Angeles.

Our group was designated Friendship Tour No. 9 and consisted of 22 people ranging in age from the late 20's to two men, both 67. We were of diverse backgrounds: retired rancher, mechanical engineer and dentist; young students of medicine, art and Asian studies; social and newspaper workers; an attorney, a theology professor and so on. Our common interest was merely to see China and learn more about it.

This account is taken, almost verbatim, from my notes. Actual quotations from our Chinese interpreters are designated by quotation marks where I am in doubt as to the veracity. Either I, or they, may have misunderstood the explanations given by the school officials.

On July 15, 1976, our group visited a large old building in Kwangchow that was called a "deaf-mute school." We gathered around a large rectangular table for a briefing and were served hot tea while the school officials explained the history and present status of the school.

In 1946, a private school had been established with seven teachers and 20 to 30 children. Because it was privately operated, fees were high, and at first there was no medical treatment; "after Liberation, and under the loving care of Chairman Mao, the school grew to 297 students with a staff of 78."

Under the new government's regime, a medical team came to the school in 1968, and in the following year medical treatment began. Beginning in 1973, a local medical team and doctors from the People's Liberation Army began cooperating on therapy, which is a combination of traditional herbal medicine with acupuncture and "western" medicine in the form of injections of "ATP in 6-5 or 4-2." The herbs are given as pills; the acupuncture will be described later in more detail. At the present time 76 per cent of the school's children have regained hearing to varying degrees. The remainder have not responded to any therapy.

Students are usually from eight to 14 years of age and are given eight years of schooling, after which they must leave whether cured or not. The state finds jobs for graduates. In the province there are four other schools

similar to this one. Geographically, northeast China has the highest incidence of deafness; the national incidence is about one person per 2000 population, and "before Liberation it was 1 per 1000." Deafness in older adults is often due to long exposure to loud noises. These are treated with acupuncture with only limited success.

Two primary causes of deafness in children are "prenatal or postnatal infections" (whether to mother or child prenatally was not explained). Another major cause is from drug poisoning from overdoses during the mother's pregnancy. Some congenital deafness occurs when parents are too closely related biologically. Acquired deafness is occasionally a result of high fevers.

In 1967, a "breakthrough in acupuncture" occurred when a soldier experimented on himself. It had been thought that there was a maximum depth to which needles could be inserted at the specific body points related to hearing. The soldier's experiments broke through this "forbidden zone" and new deeper points were discovered. Death can result from improper insertion about the head, neck, chest and back.

Therapy at the school presently is a three-to six-month series of daily acupuncture. The needles are inserted daily for one month, then a two-week rest period, followed by an evaluation and tests to determine the remainder of the therapeutic regime. Studies are in progress to determine how and to what extent music may affect hearing

ability; however, no conclusive results have been reached.

Some patients have "hardened vocal cords" and cannot use their tongues effectively. Three to four years of speech training is given to all children. In addition, they are taught arithmetic, sciences, physical culture, painting and some vocational skill. They are instructed in administering acupuncture therapy to one another.

Our group observed acupuncture treatment in a large classroom. A female member of the People's Liberation Army walked from one child to the next with an enamel pan containing the needles, cotton swab and a solution that was presumably alcohol. She swabbed the area near the ear where the needle was to be inserted, then quickly inserted a single needle, twirled it briefly, and extracted it. Two young teenaged boys accompanied her and watched attentively.

After the acupuncture demonstration, we moved on to a larger room arranged with rows of chairs and a stage area. Young teenagers set up an orchestra of a big red kettle drum, cymbals, an instrument resembling a zither, an accordion, flutes and oriental stringed instruments. Other young people, in brilliant costumes, danced with much acrobatic jumping and turning and sang loudly as they performed.

One young boy, about 10 or 11, played a solo on a large stringed "zither" by wielding long-handled sticks. Other children sang, both singly and in groups. A vigorous Tibetan folk dance, with fly-



A crowd of young Chinese watch curiously as Americans board a bus in Sian. The smiling, and often surprised, expressions were typical. These young people have seen few foreigners and probably have seen even fewer Americans. (Photo credit: Kay Harper, Rt. 1, Box 216-H, Fredericksburg, Texas 78624.)

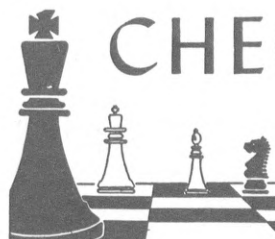
ing leaps and turns and robust motions, was accompanied by lively rhythmic music. Dancers were a blaze of motion and color in long robes with huge sleeves.

A delightful surprise for us Americans was the Ping-Pong Dance. A group of young teenaged boys in white sneakers, socks and shorts, with either blue or red T-shirts, danced with ping-pong paddles in hand. Half the boys had the American flag on their T-shirts and half had the Chinese flag. The whole bit was obviously for our benefit and done with great good humor.

Finally, a short pantomime by both boys and girls illustrated how a reluctant child was won over to accepting acupuncture. A sad-faced boy shunned the treatment offered by his playmates. They used various ploys to encourage him to be brave and to overcome his fears. Then a girl, dressed as a member of the Little Red Guard, (the children's officially sanctioned organization in simulation of the army) shows the fearful little boy how harmless the needle is by inserting one into her foot. He then consents to treatment, and all the children dance together to a very lively tune with the theme of "Long Live Chairman Mao."

(Mao Tse-tung, revered leader of the People's Republic of China, died at the age of 82 about a month after this performance by the children.)

My last observance was that, even though some students had obvious speech impediments, all demonstrated admirable self-confidence and looked strong and healthy. Always, when on stage or when greeting or waving farewell to us, they smiled broadly. But some smiles faded instantly as soon as the child turned away. I have a feeling that they may be a bit weary of performing for strange foreign audiences, but they are extremely good at it.



CHECKMATE!

By

"Loco" Ladner

Here are some candidates for the five-man American chess team which we hope to send to West Germany in 1978. This event will take place in July or August and will take about 10 days. Those desiring to go should know the conditions beforehand: Allow at least two weeks for travel and play; all costs must be borne by each player; the team will be chosen by the NAD Committee on Silent Chess and will be based mostly on their standing in the United States Chess Federation.

Thus we urge all chess players to join the U.S. Chess Federation and play in the local tournaments sponsored by this organization. They will be given points and these will be published in its magazine. Also players should participate in tournaments sponsored by state associations or other organizations of the deaf. For instance the Illinois Association of the Deaf Tournament (June 3, 4, and 5, 1977) and the California Association of the Deaf Tournament on September 3 in Fresno.

Candidates

Russell Chauvenet of Silver Spring, Maryland, who has won over 20 tournaments in his 40 years of play. He is 1976 state champion of Maryland and former champion of Virginia and U.S. Amateur champion. His present USCF rating is 1982, which is near master class. He also edits the Maryland Chess Newsletter.

Lawrence Leitson of Orlando, Florida. He has not been active of late but we know he is an excellent player from personal contact. We urge him to come out of retirement and brush up on his play by entering USCF tournaments.

Juan Font of New York who is the grand maestro of deafdom. Juan can still play powerful chess and we are hoping he can come out for the team. If not, he will make an excellent coach.

Dale Nichols of Illinois who has a rating of 1681 in the USCF. We do not have his present address and hope he will soon contact us if he is interested.

Dr. Robert J. Donoghue of Chicago, a psychologist and an excellent player. Winner of all tournaments in which he entered in the Midwest. He is on the NAD chess Committee as Midwest representative. No USCF rating as yet.

Peter R. Hershon of Watertown, Massachusetts. Rated at 1499 in 1972. He has been an avid player since the age of nine and is a member of the NAD chess Committee for the New England area. How about setting up a tourna-

ment there, Peter?

Howard W. Jones of Aurora, Illinois, who holds a Provisional Tournament Director's certificate. He will direct the IAD tournament in June.

Rockwell (Rocky) Butler of Huntington Beach, California. His USCF rating is 1666 (1976). We urge Rocky to enter the CAD chess tournament in Fresno next September.

Michael Bienenstock, a graduate student at Gallaudet, who was NTID chess champion in 1974 and 1975. He estimates his rating is around 1600-1700. We urge him to get an actual USCF rating.

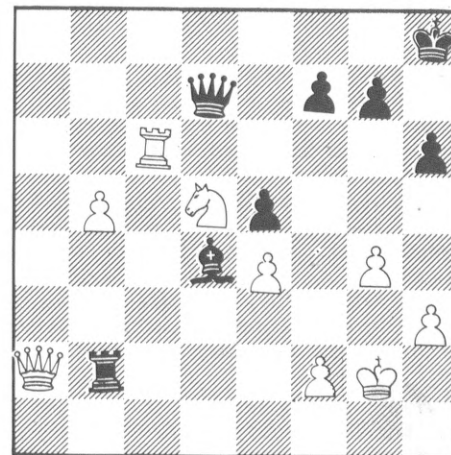
Jack Lamberton of San Jose has just started his chess career and has a rating of 1321 now. We predict great things of Jack if he has the time and ambition.

Paul L. Taylor of NTID has won 25 tournaments in four states and figures as a Class B player.

Others about whom we know very little: **Samuel Dorsey** of Springfield, Missouri, and **Sean Mulholland** of New York.

Let's hear from others who are interested in being candidates for the American team in 1978 and who also may be in the running for the American championship in 1980.

Our address is 2828 Kelsey Street, Berkeley, California 94705.



White To Move And Win

What is White's best first and second move in above position? Note that White's Queen is under attack and also that the Black Rook threatens to capture the pawn with check.

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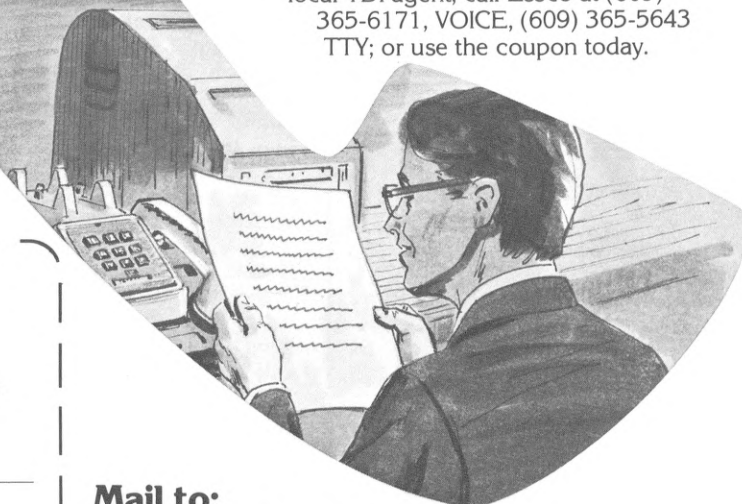
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President's Message

—Mervin D. Garretson



This month I would like to extend the President's page to a full-length treatment of some of the implications of mainstreaming since a number of our state legislatures have apparently touched the panic button and are rushing pell-mell into well-intentioned but conceivably disastrous legislation with regard to the delivery of educational services for deaf children. The following "testimony" in Flint, Michigan, developed out of a presentation given earlier at a Tripod meeting in San Jose, California.

For purposes of introduction, this presentation is made at the request of the Parent, Teachers, Houseparents Organization of the Michigan School for the Deaf, and with the concurrence of Gallaudet College and the National Association of the Deaf. We agree that it is imperative to share with you our very real concern over some of the implications of what has been happening in this state.

I have read the summary report of the residential school study by Educational Management Systems of Minneapolis, and also the thorough and thoughtful response from the Social Services for the Hearing Impaired of this city. It is my understanding that the final report and its recommendations has a June 1, 1977, deadline for submission to the Office of Special Education Services, and that EMS remains open to further comments and input before finalizing the present document.

Today Public Law 94-142 is the acknowledged law of the land. It includes amendments to P.L. 93-380 which provided the base for many of the current statutes and special education codes among our states. The new law provides for a variety of school settings which include public residential schools, with emphasis on the concept of least restrictive environment commensurate with the unique needs of each handicapped child. It was never the intent of this legislation to discriminate against any specific handicapped group. Through successive drafts of the Federal regulations interpreting the law, the original hierarchy of school settings has undergone modification to become a range of options selected in accordance with the overall educational needs of each individual child. Because the educative process in regular public schools is primarily auditory-based, the residential school frequently is the most conducive to an appropriate educational program for the deaf child, and therefore his least restrictive alternative.

P.L. 94-142 is rooted in three basic guarantees or rights. Its stated purpose is 1) to assure that all handicapped children have available to them a free, appropriate public education and related services to meet their unique needs. It is important that we underscore free, appropriate and related services. 2) The second purpose is to assure that the rights of handicapped children and their parents are protected and 3) to assure the effectiveness of efforts to educate handicapped children.

For a number of reasons, including the low incidence handicap of deafness, 2 out of 1,000, and because of the subtle implications of hearing impairment and the ever-present spectre of communication barriers, invariably it is the residential school which provides an appropriate, quality program in terms of homogenous grouping, adequate peer interaction, trained teachers, professional supervision, appropriate curriculum, relevant visual materials and equip-

The Residential School

ment, a communicating environment and comprehensive supportive services. Very few, if any, local programs are able to justify all of these requisite resources. The observation might be made that the due process sections of this landmark legislation provide for legal challenge of any half-baked program that does not completely meet the needs of each handicapped child.

Before approaching the report itself, it may be helpful to examine some of the parameters of general learning, both within and peripheral to the classroom and their relevancy to hearing loss and to community perspectives. It is my belief that these considerations are germane to the issue before us today, particularly with regard to elements of the EMS study which exhibit the usual naivete about gut-level realities of deafness.

For some time it has been my feeling that what I characterize as "the unwritten curriculum" has been one of the most overlooked aspects of the total education picture—an extension of the nonschooling process of crucial significance in the life of the deaf child with his communication handicap. The residential school provides the needed totality of experience, serves as the educational community, the social system, if you will, which is so necessary during the formative years for the development of self-concept and human relationships which carry over into adult life.

First, let's look at the average year in the daily living of a normal schoolage student—that is, a full 365 days multiplied by 24, which gives us a total of 8,760 hours. Since most school systems appear to operate on a 180-day school year, this adds up to 720 hours of actual classroom time out of the 8,760—or a mere 8 percent. What happens to the other 92 percent of the year when the child is not in school?

It is possible to do some fairly close estimating. From information that the average child spends a total of 50 hours a week in front of the television set, and by allowing for 8 hours of sleep, time for meals and snacks, estimating periods utilized for play, movies, visiting, shopping, personal hygiene, travel and other miscellaneous activities we are able to distribute a child's 8,760 hours during a normal year as follows:

2,600 hours, viewing television
2,920 hours, sleeping or napping
1,095 hours, eating (meals and snacks)
1,425 hours, miscellaneous
720 hours, at school

From this we may make a number of immediate observations: 1) A child spends more time watching TV than in school; 2) more time sleeping than in school; 3) more time eating than in school; 4) more time in miscellaneous activities than in school. The child's nonschooling hours are more than 11 times those spent in the classroom.

One conclusion we arrive at is that the average hearing child receives the bulk of his educational or learning experience during the 92 percent of the time he is not in a regular classroom situation. On the other hand, this conclusion is rarely true for the deaf child unless a number of extremely vital conditions are met, understood, and planned for—within what we understand as the unwritten curriculum.

Curriculum as we understand it is actually limited to learn-

ings that are developed through schooling. Objectives of a curriculum generally revolve around human need goals, the intellectual, social, physical and emotional well-being of an individual. PL 94-142 correctly perceives educational programming as encompassing much more than mere academics. In addition to the basic R's and other subject-matter knowledge, an educational plan means developing social, psychomotor, self-help and communication skills. Education includes acquiring adaptative ability, emotional maturity, pre-vocational training and skills at daily living activities. Provision is made for learning group participation techniques, understanding and interpretation of values, opportunities for exercising leadership, learning how to learn on one's own, developing cope-ability. Education aims toward a healthy self-concept for each child—in short, development of the whole person.

The unwritten curriculum refers to all of those activities, planned and unplanned, which I perceive as nonschooling aspects of learning. Accepted as a matter of course by educators in general since it's practically automatic for normally hearing children, the label exists for me only in relationship to deafness. An approximate synonymous term may be "incidental learning" but I believe the adjective suggests a deceptive and simplistic perception of what is a highly significant aspect of the deaf child's educational experience.

What is the learning milieu of the average child with normal hearing aside from time spent in school? Many of us with hearing children know that our kids reached a fairly sophisticated understanding of English syntax, use of idiom, and a full-blown vocabulary before they ever set foot inside a school or formal classroom. During these early pre-kindergarten years they also picked up counting, elements of set theory and other mathematical concepts (without their technical names, of course)—they learned a great deal of history and geography from television, radio, peer and adult conversations. They absorbed facts and understandings about social codes and attitudes (psychology), health habits and games (physical education) and countless other things that today may have fancy names in some curriculum shops. Children and youth, provided there is adequate communication, do tend to learn more by example than by precept; more from the world as it is than through admonition, lecturing or demonstration.

The hearing child's total education, both the written and unwritten curriculum is readily accessible—particularly the latter, influenced as it is by innumerable "teachers" such as the mass media (newspapers, magazines, TV, radio), the home, the street, novels and other books, self-instructional materials and what one learns from his peer group or on the job. And with normal hearing the child is able to utilize his language foundation to expand his education and to extend his learning horizons both in and out of school.

Ivan Illich of the Cuernavaca think-tank has said that "most people when pressed to specify how they acquired what they know and value will readily admit that they learned it more often outside than inside school. Their knowledge of facts, their understanding of life and work came to them from friendship or love, while viewing TV, or while reading, from examples of peers or the challenge of a street encounter."

The noted Ahherst scholar and professor Henry Steele Commager in his address at the 1974 Atlantic City convention of the American Association of School Administrators made the observation that "it is, after all, the community which performs the major job of education, not the schools; performs through a hundred miscellaneous institutions from family to farm, from government to playing field, from churches to labor unions, from newspapers and journals to comics and radio, and above all, television."

So, for the deaf child, where is the community? Nine times out of ten the hearing community is a physical presence but a mental blankness. That is where the naivete comes in. Deafness is invisible and people rarely see beyond the surface. Of partial help is a family which has adopted total communication so that the deaf child becomes a part of the

environment, coupled with a large residential or day school with a variety of peer contacts and adults who know and use communication, including utilization in and out of class of captioned films, and other visuals, interpreters, and all sorts of reinforcement. While these positives will not cover the full 92 percent of the unwritten curriculum, they will go a long way in assisting the child during his early, crucial years to build the foundations upon which he can further his education and use as a springboard to move confidently into the greater world beyond childhood.

Another example of the full meaning of communication as unconsciously assumed by the hearing child came to me not long ago in an article in the *Washington Post*. Printed several weeks ago, this news item reported that students in Columbus, Ohio, were returning to school after the energy shortage had closed 140 public schools in that area for a full month. Upon returning to the classrooms the students were almost unanimous in stating that they had learned a great deal more during that month than they would have in school. During this enforced vacation created by a lack of natural gas to heat their schools the kids learned from educational features published in the two daily newspapers, from three commercial TV stations and a radio station which provided classroom broadcasts by teachers and from expanded programming by the educational radio outlet. The business community opened wide its doors. Classes were held in beer parlors, pizza cafes, billiard halls and corporate board rooms. Tours were conducted through foundries, glass factories, banks and insurance offices—exposing the students to a side of business normally not open to them. For the occasional deaf student mainstreamed here and there in these 140 public schools, all of this was practically a total loss. Did the teachers on the radio and television use sign language? Have you ever tried to lipread a radio? Were interpreters provided on the tours and by the business community? Most likely not. For the hearing impaired child the unwritten curriculum simply did not exist.

Let's look again at the regular public school setting, at the four hours or so a child is in class each school day. An inestimable amount of peripheral learning is supplementing the formal curriculum in-between classes, at the library or media center, during recess, at lunchtime, during physical education, choir practice, independent artwork and laboratory period time and of course the endless after-school activities: intramural and varsity athletics, student body government functions and meetings, and all of the extracurricular clubs, debate, French, drama, Spanish, chess and so on. Generally the deaf child tags along as a wallflower, a silent member of the crowd present and yet absent, a second-class participant with latent leadership abilities undeveloped and dormant without much of a chance to contribute. At an extreme he is but a stifled shape of lifeless clay—"a helpless piece of the game He plays. Upon the chequer-board of nights and days."

The Michigan Department of Education apparently continues not to understand the unique and subtle disability of hearing loss which leads to a highly complicated communication handicap. In making omnibus state plans for all handicapped children, generalizing over a wide range of disparate disabilities, what was not taken into account was the fact that in a regular public school situation other handicapped children such as the blind and the orthopedically handicapped are able to

1. hear the teacher
2. hear their classmates in front, behind and all around them
3. hear and participate in class discussions
4. hear the educational film presented in class
5. hear the principal over the public address system
6. hear the visiting speaker invited for that period
7. hear the guide on the class field trip
8. hear the radio or television program assigned to the class
9. hear the exchanges of friendly chit-chat at recess

10. hear the quick peer interaction when going down the hall between classes
11. hear the news and gossip during lunch hour
12. hear the "sum up" on the walk home at day's end
13. hear the debates during student body government meetings
14. hear all of the other countless items that come almost as if by osmosis and of which everyone is practically unaware

The simple fact is that the deaf child does not hear.

Hearing impairment tends to project a surface invisibility (most people internalize only what they see, like the exposed tip of an iceberg, for example.) This superficial perception of deafness may account for the a priori assumption that a local school program is appropriate for deaf children and somehow will meet all of their needs. Actually, the basic thrust in regular public school settings is one of refinement and increment of already existing knowledges, information banks and language skills within a hearing-structured classroom, under a hearing-structured relationship and encompassed by a hearing-structured environment.

Careful analysis of the foregoing parameters should suggest that Michigan's educational plan for deaf children be developed around their genuine educational needs rather than from the standpoint of organizational expediency. In reviewing the EMS summary study, I was immediately struck by the apparent use of similar criteria for both the school for the deaf and the school for the blind. In many respects the learning problems of these two disability groups are diametrically opposite. I could not help but recall the old story about the six blind men and their conflicting descriptions of the elephant. Have the EMS people had the time or the opportunity to gauge the full extent of the educational and communicative problems created by hearing loss? Were representative consumer groups actually contacted? Deaf adults? Or was it another Boston tea party—no representation?

Michigan would be taking a step backward to adopt the recommendation to limit the residential school program to students who are deaf, multiply handicapped, and with "confounding or complex" needs. In a number of programs the trend is *away* from complete segregation of the multiply handicapped deaf from the communicating environment provided by the normally deaf student. The rationale is that some modicum of meaningful interaction would be beneficial to both groups even though curricular programming may not be identical. Some valence with deaf models provides a sort of upward-bound peer interaction with an impact upon the education and personal growth of the multiply handicapped. In the process of informal tutoring and explication, the normally deaf student crystallizes his own understanding of a subject matter topic or concept, and also develops sensitivity and awareness to the needs of others.

Economic feasibility is another question raised in the report. This needs to be viewed within the context of low-incidence and homogenous grouping, and also as to whether a local education district may realistically justify the tremendous cost of maintaining an adequate program for only a few students. Pro-rata cost of supportive services will be exorbitant: speech pathologist, audiologist/auditory training specialist, trained counselor of the deaf, psychological services, interpreter-tutors, special training for regular teachers, captioned educational films and other costly media equipment—all of which is pretty much available right now at the state residential school. Most important, perhaps, is the fact that the residential school provides direct round-the-clock teaching. At this juncture we might note that a recent study at the National Technical Institute for the Deaf at Rochester Institute of Technology reveals that deaf students retain more from direct total communication instruction than through third-party interpreters. The state may wish to consider the Michigan School for the Deaf as a member of every LEA and/or ISD with proportional cost sharing for services to their deaf children.

On the other side of the coin, not to be overlooked is the price of mainstreaming to the LEA's and their non-deaf children in terms of time, energy and training expended on regular school instruction and its resources. What of the cost of time and attention diverted from the 25 or 30 hearing children in each classroom which will be necessary for adequate service to each small group of communicatively handicapped children? I have just learned recently of a disturbing trend at the Maryland School for the Deaf which probably represents an index of what is happening in other states. Each year the school has been admitting increasing numbers of hearing impaired children 10 years of age or older who have developed learning and emotional problems in regular public schools. The Maryland school reports that it is saddled with the formidable task of remediation, counseling and redirection of these children. Of newly enrolled children in the Maryland school in 1973, 31 percent were transfers from public schools; in 1974, 36 percent; in 1975, 56 percent, and this past year, 1976, they received a full 61 percent as educational failures resulting from misconceived placement.

Obviously this not the place nor the time for an item by item analysis of the EMS report, but such references to the state school as the last choice on the placement continuum suggest imposition of arbitrary value judgements on program options. This also reflects a lack of perception of the fact that any program which meets the individual needs of a deaf child should be the first choice for that child. Another questionable item may be the proposal for an Admissions and Discharge Committee. Such a move tends to usurp and duplicate the function of the IEP—the individualized education plan. The IEP when developed in concert with teacher, parent, specialist and the child himself when feasible would be the determining factor for placement.

Still another issue relates to the ridiculous recommendation that the school no longer accept day pupils from surrounding areas. With all the resources, programs, certified teachers and ideal peer group environment at the Flint school it would be an extraordinary waste of taxpayers' money to attempt to duplicate this array of services in different district public schools. This type of jurisdictional hang-up tends to ignore the needs of the child himself, which is what this is all about. Again, cost-sharing with LEA's offers a solution with assistance from Federal funds when P.L. 94-142 is fully implemented.

Three "key imperatives" for state programming in the area of hearing impaired have been identified by Barry L. Griffing, assistant superintendent of public instruction and assistant director of the California Office of Special Education:

- 1) A state must assure itself that every deaf child, youth, and adult has access to an educational opportunity of adequate scope and quality.

- 2) A state, having diversity in population and needs, must utilize all available resources or make new ones to meet the range of needs of deaf individuals.

- 3) A state must organize its educational opportunity resources for the deaf to create a reasonable relationship of responsibility among those managing the resources.

One might envision a continuation of MSD's present program with qualitative modification as needed, and an expanded role in such components as:

1. Serve as a part of every LEA/ISD in Michigan as a viable and least restrictive alternative for deaf children should their IEP so indicate;

2. Develop and implement a program for the gifted deaf children of the State of Michigan as well as for the multiply handicapped;

3. Serve as a comprehensive demonstration/resource/training center for other programs in the state;

4. Develop early childhood and parent programs;

5. Develop a career planning model;

6. Make available its facilities and resources as a community and continuing education center during after-school hours, and

7. Experiment with reverse and partial mainstreaming

with selected students.

Finally, I am deeply concerned that out of the maze of jurisdictional concerns, operational and organizational logistics, statutes and special education codes, questionable approaches to economics and other dimensions of the Pandora's box, somehow the deaf child has become lost. We have all forest and no trees. The child is dehumanized into a statistic, a piece of movable data. Should the recommenda-

tions remain in their present form, and should the residential school be eliminated as a desirable option for the normal deaf children of the state, I fear that legal and moral laws will be violated, but more than this, I fear that somewhere in the State of Michigan little deaf children will be educationally, vocationally and emotionally mutilated. This must not happen.

HOME OFFICE NOTES

By Frederick C. Schreiber



As I write this I am aware that I am early although it is April 8 and I am awaiting my income tax returns which must be filed prior to my leaving for Puerto Rico on the 9th. This has been a very hectic period of time. The Home Office is still in a state of flux as we await screening and addition to our staff in the persons of the new public information officer and Assistant Executive Secretary for National Affairs. These two crucial positions will be supplemented by additional clerical help so that we will be able to make up for the problems which are generally the result of too much work and not enough staff. This is particularly true in the financial areas where Alyce Stifter and Ollie Babinetz have labored heroically against a rising tide of memberships, subscriptions and bills. We hope to add additional help in that department and thus improve on this service.

We also have to note that Art Norris who has so faithfully and selflessly served as our comptroller these past three years has resigned and is now finally really and truly retired although I am sure that the old war horse will respond again and again in time of need. Art has truly been a bulwark of strength and support for many years and for many years has readily given up his well-earned rest to step into the breach and help out both in the NAD and in other organizations as well. We are most fortunate in having him around and we miss him sorely now although we do not begrudge him his final—well, maybe semi-final retirement.

Among the other impacts has been the recent demonstrations by the American Coalition of Citizens with Disabilities. These took place throughout the country in the 10 cities which contain regional HEW offices. One of the demonstrations was in Washington and many members of the Home Office staff took part. Terry O'Rourke, for example, was the local coordinator as a board member of the ACCD. Under Terry's direction we had well over 300 people on hand on April 5 to take part in this demonstration. For the first time it appeared that there were more deaf people on hand than other handicaps, thanks to the Student Body Government of Gallaudet College. Words cannot express the magnificent contributions of the college students in this critical effort. Not only did the students compose a large part of the effort, but the SBG also provided with its own funds transportation for the demonstrators and when it learned that we were not permitted to send out for food the SBG sent four boxes of peanut butter and jelly sandwiches as well as potato chips and oranges for the starving demonstrators. No matter that the officials at HEW refused to permit them to bring the stuff in, the thought and the effort were most heartening.

Even more heartening was the fact that the students are demonstrating a political awareness which is so greatly needed if the deaf community is ever going to achieve its objective of full citizenship in this country. It should be noted that the students did more than just be present; they participated in the decisions being made and made excellent contributions to the whole output and we were most fortunate in having them with us.

The demonstration put a crimp in many of our plans so

that the departure for Puerto Rico had to be delayed one full day. Part of the reason of course was the marriage of CSP Director Terry O'Rourke to Sally Wagner. Sally, readers may remember, was our office manager when the NAD first moved into Halex House. Since then she has been with the Office of Demographic Studies at Gallaudet College. This, plus the need to get the renewal application for the CSP grant in the mail on April 8, had everybody running around in circles, but the grant made the mail on time.

We also had some good input in our finances as our financial report for February finally arrived. Much of the information in it was good. We had a fantastic figure for income from Publications for February. Would you believe an income of \$77,777 for the month? Believe it or not, that is the figure on the computer printout and we will report on the effect of a "Lucky 7" on our return from Puerto Rico, but it's just gotta work.

Our new typewriters are at hand. We have new IBM Selectric II's which are correcting machines and a dream to use. They also are the first pieces of new office equipment we have purchased since the organization moved to the Washington area in 1964. We have also purchased display cabinets for the bookstore and now our bookstore is beginning to look more and more like what a bookstore should be.

We are likewise acquiring a larger supply of materials which will include several new models of vibrator clocks, so look for them. Needless to say, we have found the vibrator clocks extremely useful and believe that they are a reasonable and perhaps better alternative to the Moonbeam clocks which are the only other pieces of equipment we now have.

We are also commencing a new membership identification program. Starting with those Advancing Members whose renewals become due in April we will be sending out lapel pins and/or medallions as each renewal is made. For reasons of economy this will be done on an automatic basis. Advancing Members will receive a lapel pin or one that can be worn on a chain or charm bracelet as they renew their membership. The pin is the NAD emblem—a blue circle with a red NAD on a white background. It is 5/8th inch in diameter. Those members who cannot wait to get theirs can expedite receipt by sending in their membership renewals early.

Mr. and Mrs. memberships will receive two pins, one for each member, again automatically as membership is renewed. While it is not necessary to renew early, those people who do so will receive their pins that much sooner. We have ordered several thousand pins for this purpose. Regular members, who are members through their State Associations, may order the pins or medallions at \$1.50 each.

IN OTHER ACTIVITIES we have about completed a draft of the proposed umbrella organization. The draft is now being circulated among the members of the committee that has been given the responsibility of coming up with a workable plan for such an undertaking. Participating in this effort are President Mervin Garretson and Executive Secretary Fred Schreiber for the NAD; IAPD Finance Committee members Joe Geeslin, Bonnie Fairchild, Wilda Owens, Ann Wilson and Mary Ann Locke; TDI members Gordon Allen, Dave Myers and Latham Breunig; PRWAD members Charlie Hill and Rex Purvis.

We are making a determined effort to complete the structure by the end of April so that the members of the IAPD and TDI will be able to vote on it at their conventions in June. No action can take place until all of the organizations concerned will have the opportunity to vote on the plan so that the structure will be published in THE DEAF AMERICAN sometime this summer provided of course that one or more

of the organizations holding their conventions will vote in favor of the proposed "Alliance."

THE EXECUTIVE SECRETARY and it is presumed the NAD President will be among those who will participate in the White House Conference on Handicapped Individuals, May 23-27, at the Sheraton Park Hotel in Washington, D. C. We are advised that over 100 delegates and alternates to the conference will be deaf and that there will be an opportunity for handicapped individuals to caucus by disabilities on Thursday night, May 26. We will plan to do this and we will plan to use some of that time to prepare for another demonstration in support of the 504 regulations if HEW Secretary Califano still has not signed them by that time. One thought is that we will ring the White House with protestors from the Conference and thus be able to generate some 4,000 people to let President Carter know that his concern for human rights ought to begin at home.

Among the chores that had to be taken care of this month were the billings for state quotas. Most State Associations got regular billings which included among other things a revised and updated computer printout of the State membership list. Quotas are based on the number of resident members who are not also Advancing Members of the NAD. In even years the membership list is increased by the number of Advancing Members who are not members of the State Associations but for the purposes of payment of the quota only the resident members of a State Association who are not also Advancing Members are counted.

We continue to hope that we will get better cooperation from the states in correcting their computer printouts and returning them each year so as to make it easier for us to update their membership on an annual basis. We received a number of early quota payments which were gratefully received.

We are hoping now for a better and greater turnout at the State Association conventions this year and wonder if it would not be a good idea for the Committee on Services to State Associations to coordinate future conventions because

we note that many states are having their conventions on the same weekends with the result that they are competing with each other. Of course, it might not be possible to do anything about this but one thought is that an effort might be made to publish early the dates selected by each association for its 1979 convention and then the states themselves might wish to change to a more convenient date.

State Association convention dates should be reported promptly and published in THE DEAF AMERICAN and/or Interstate so that all will know when and where they will be. One horrible example is the fact that the IAPD, TDI, CEASD and CAID all will be meeting in the June 22-26 period, which means for sure that somebody will have to skip one or more of those meetings unless there is a way to be in four places at the same time.

THE NAD WILL BE REPRESENTED at the CEASD and CAID meetings by President Garretson and Associate Director Terry O'Rourke. The Executive Secretary will make a determined effort to take in both the TDI and IAPD conventions although the TDI meeting is in New York and the IAPD will be meeting in Morganton, North Carolina. Such effort is but a small part of the travels of the Executive Secretary in the months ahead.

The month of May is a total washout. Among the assignments for May are a meeting of the Sign Language Symposium Committee in Chicago on May 2-3; keynoting the Las Cruces follow-up meeting in Rhode Island on May 5 and then taking in the President's Committee on Employment of the Handicapped's annual meeting at the Washington Hilton, May 5 and 6. May 16-18 will be spent in Houston as part of RSA's research strategies meeting at Baylor University and following that will be Gallaudet's graduation exercises on May 23. After which will come the White House Conference on Handicapped Individuals through May 27. Ending the month will be a trip to Kansas over Memorial Day weekend to represent the NAD at the Kansas Association of the Deaf convention. I hope I will recognize my wife when the month is over.

NATIONAL ASSOCIATION OF THE DEAF

New Members

Eileen M. Johnson	Colorado
Nelda Leathers	Colorado
Debra W. Martin	Tennessee
Mr. and Mrs. Emory D. Marsh	Michigan
Shelley Holmes	California
Julie Sanford	Oregon
Harold M. Mowl, Jr.	Pennsylvania
Allison Goodman	Indiana
Mary Ann Sonnenschein	California
Roni Bader	Florida
Cynthia A. Peel	Texas
Robin Joyce Craig	Michigan
Janet Pomorski	Pennsylvania
Mrs. Reine S. Huntsman	Washington
Peter Morgan Robertson	California
Nancy Frishberg	Massachusetts
Mrs. Anita M. Gonnella	New York
Mrs. John D. Wallace	Tennessee
Susan S. Wheelock	Massachusetts
Ramona Kolbaum	Nebraska
Helen L. Burns	Montana
Lisa M. Browder	Virginia
Richard W. Brown	Colorado
P. W. Donaldson	Texas

Contributions to Halex House

Mr. and Mrs. Charles A. Buckham (In memory of Emma Hale)	\$15.00
Mr. and Mrs. Thomas Cuscaden (In memory of Emma Hale)	5.00
Mr. and Mrs. Larry Petersen & family (In memory of Emma Hale)	30.00
Mr. and Mrs. William Petersen (In memory of Emma Hale)	20.00
Mr. and Mrs. Jerry Petersen (In memory of Emma Hale)	10.00
David Black	25.00
Carol Lester	4.50
Mr. and Mrs. Marcellus Kleberg (In memory of Sam Rogalsky)	5.00
D.C. Government - Acct. Control and Fund Management (In memory of Letitia Allen)	10.00
Mrs. Delbert Storm (In memory of Emily Reichard)	10.00
Mr. and Mrs. Thomas Cuscaden (In memory of Carlton E. Bean)	10.00

Contribution to DEAF AMERICAN

Mary Jane Rhodes	\$36.46
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APRIL 1977

1977 State Association Conventions

Alabama—June 16-18, Birmingham,
Admiral Benbow Inn

Arkansas—July 23-24, Little Rock,
Camelot Inn

Colorado—April 29-30, May 1, Fort
Collins, Holiday Inn

Empire State—Aug. 31-Sept. 3, Utica

Florida—June 9-10, Tampa, Cause-
way Inn North

Indiana—June 10-12, Fort Wayne

Illinois—June 3-5, Springfield

Iowa—June 23-26, Okoboji

Kansas—May 27-30, Olathe, Kansas
School for the Deaf

Kentucky—June 16-19, Lexington,
Campbell House Inn

Michigan—August 18-21, Kalamazoo,

Minnesota — July 14-17, Pengilly,
Swan Lake Lodge

Mississippi—June 9-11, Hattiesburg,
Royal Scottish Inn

Missouri—August 4-7, St. Louis,

Nebraska—July 22-23, Lincoln

Ohio — October 6-8, Youngstown,
Ramada Inn

Oklahoma—August 4-7, Enid, Gantz
Center (Phillips University)

Oregon—June 17-19, Eugene, Moose
Lodge

South Dakota—June 18-20, Sioux
Falls

Tennessee—July 6-9, Paris Landing
State Park

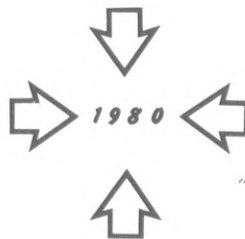
Texas—June 9-12, San Antonio, El
Tropicana Hotel

Utah—June 16-18, Salt Lake City,
Hilton Hotel

Washington State—July 14-17, Van-
couver, Washington State School for
the Deaf

Wisconsin—June 16-18, Kenosha,
Holiday Inn

State associations not having list-
ings should send information to Edi-
tor, THE DEAF AMERICAN, 5125
Radnor Road, Indianapolis, Indiana
46226.



National Association Of The Deaf

State Association Presidents

Mr. James Bice, President, **Alabama** Association of the Deaf, 415 Rosa Avenue, Fairhope, Alabama 36532

Mr. Norman Berletich, President, **Alaska** Association of the Deaf, Box 874, Wasilla, Alaska 99687

Mr. John Woods, President, **Arizona** Association of the Deaf, 5717 S. Southland, Tucson, Arizona 85706

Mr. William F. Eckstein, President, **Arkansas** Association of the Deaf, 1312 Marlyn Drive, Little Rock, Arkansas 72205

Ms. Lillian Skinner, President, **California** Association of the Deaf, 17301 Halsted, Northridge, California 91324

Mr. Ron Faucett, President, **Colorado** Association of the Deaf, P. O. Box 27036, Denver, Colorado 80227

Mr. E. Vinci, President, **Connecticut** Association of the Deaf, 34 Shelley Road, Middletown, Connecticut 06457

Mr. Robert D. Jones, President, **Georgia** Association of the Deaf, Georgia Hill St. Neighborhood Facility, 250 Georgia Ave., S.E., Rms. 211-212, Atlanta, Georgia 30312

Mrs. Celia McNeilly, President, **Florida** Association of the Deaf, 12 N.E. 19th Court, 108A, Ft. Lauderdale, Florida 33305

Mr. Jack Downey, President, **Idaho** Association of the Deaf, 514 Vista Avenue, Boise, Idaho 83705

Mr. Lawrence Forestal, President, **Illinois** Association of the Deaf, 1 S. 250 Holyoke Lane, Villa Park, Illinois 60181

Mr. Gary W. Olsen, President, **Indiana** Association of the Deaf, 1200 E. 42nd Street, Indianapolis, Indiana 46205

Mr. Joseph Myklebust, President, **Iowa** Association of the Deaf, P. O. Box 1561, Council Bluffs, Iowa 51501

Mr. Kenneth Culver, President, **Kansas** Association of the Deaf, 1209 Cynthia, Lawrence, Kansas 66044

Mr. Winford Simmons, President, **Kentucky** Association of the Deaf, 2102 McCloskey Avenue, Louisville, Kentucky 40210

Mr. David W. Myers, President, **Louisiana** Association of the Deaf, 9425 Oliphant Drive, Baton Rouge, Louisiana 70809

Mr. Leon Auerbach, President, **Maryland** Association of the Deaf, 7112 Adelphia Road, Hyattsville, Maryland 20782

Mr. John F. Levesque, President, **Massachusetts** Association of the Deaf, Rehabilitation Services for the Deaf, 80 Boylston Street, Room 660, Boston, Massachusetts 02116

Mrs. Ardye Germain, President, **Michigan** Association of the Deaf, 8377 West Long Lake Road, Kalamazoo, Michigan 49002

Mr. Keith William Thompson, President, **Minnesota** Association of the Deaf, 3309 Hillsboro Avenue North, New Hope, Minnesota 55427

Mrs. Helen Margiotta, President, **Mississippi** Association of the Deaf, 543 Magnolia Street, Handsboro Station, Gulfport, Mississippi 39501

Mr. Raymond T. Atwood, President, **Missouri** Association of the Deaf, 2604 Simpson Avenue, St. Louis, Missouri 63139

Mr. Jim Pedersen, President, **Montana** Association of the Deaf, 2525 12th Avenue South, Apt. No. 33, Great Falls, Montana 59405

Dr. George Propp, President, **Nebraska** Association of the Deaf, 2127 Heather Lane, Lincoln, Nebraska 68512

Mr. John F. Spellman, President, **New England** Gallaudet Assn. of the Deaf, 19 Edgemere Drive, Cranston, Rhode Island 02905

Mr. Hartmut Teuber, President, **New Hampshire** Association of the Deaf, 1448 Elm Street, Manchester, New Hampshire 03104

Mr. Donald Von Der Heyden, President, **New Jersey** Association of the Deaf, 13 Ethel Drive, Little Falls, New Jersey 07424

Mr. Robert Durio, President, **New Mexico** Association of the Deaf, 414 West Mountain, Las Cruces, New Mexico 88001

Mr. Tracy A. Hurwitz, President, **Empire State** Association of the Deaf, 100 Holley Brook Drive, Penfield, New York 14526

Mr. James Vaughn, President, **North Carolina** Association of the Deaf, 4411 Firwood Lane, Charlotte, North Carolina 28209

Mr. Duane McDaniel, President, **North Dakota** Association of the Deaf, 1907-19th Street, South Grand Forks, North Dakota 58201

Mr. Harvey Katz, President, **Ohio** Association of the Deaf, Inc., 2779 Pease Drive, Rocky River, Ohio 44116

Mr. Gary Cain, President, **Oklahoma** Association of the Deaf, 1124 Straka Terrace, Oklahoma City, Oklahoma 73139

Mr. Ronald Madding, President, **Oregon** Association of the Deaf, 1940 N. E. 57th Avenue, Portland, Oregon 97213

Mr. Samuel D. Shultz, President, **Pennsylvania** Society for the Advancement of the Deaf, 257 Tyler Run Road, York, Pennsylvania 17403

Mr. Albert Gibson, President, **South Carolina** Association of the Deaf, 1645 Woodford Road, Columbia, South Carolina 29209

Mr. John Buckmaster, President, **South Dakota** Association of the Deaf, P. O. Box 98, Erwin, South Dakota 57233

Mr. David L. Booker, President, **Tennessee** Association of the Deaf, 601 Ozark Road, Knoxville, Tennessee 37912

Mr. Gwendel Butler, President, **Texas** Association of the Deaf, 2119 Barton Hills Drive, Austin, Texas 78704

Mr. David Mortensen, President, **Utah** Association of the Deaf, 580 West 5720 South, Murray, Utah 84107

Mr. Donald Henry, Sr., President, **Vermont** Association of the Deaf, P. O. Box 163, Brattleboro, Vermont 05301

Mr. Robert Bates, President, **Virginia** Association of the Deaf, 8419 Wesleyan Street, Vienna, Virginia 22180

Mr. Clyde R. Ketchum, President, **Washington** Association of the Deaf, 1831-8th Avenue, W., Seattle, Washington 98119

Mr. W. David James, Secy., **West Virginia** Association of the Deaf, Franklin Manor Apts. W. 19, 8621 Franklin Blvd., Cleveland, Ohio 44102

Mr. Leonard Peacock, President, **Wisconsin** Association of the Deaf, 510 Racine Street, Delavan, Wisconsin 53115

Governor's Action Center In Pennsylvania Plans TTY

William M. Kemp, president of the Pennsylvania Council of Organizations Serving the Deaf, Inc., is very pleased to announce that he received a letter from John H. Snyder, Governor's Advocate for the Physically Handicapped, stating that the Governor's Action Center is in the process of installing TTY for the Hot Line. Through the efforts of the deaf delegates who attended the Governor's Conference on Handicapped Individuals and through strong endorsement from PaCOSD, the Office of the Governor finally recognized the great need for the TTY to be placed in the Hot Line in the Governor's Action Center.

Harry J. Spar Named Director Of Helen Keller National Center Program For Hearing Impaired—Vision Impaired

Harry J. Spar has been appointed director of the Helen Keller National Center for Deaf-Blind Youths and Adults, in Sands Point, New York. Mr. Spar succeeds Dr. Peter J. Salmon, who has been named administrative vice president and has also been designated as founder of the Helen Keller National Center. The announcement was made by the board of trustees of the Industrial Home for the Blind, which operates the Helen Keller National Center.

Mr. Spar, 62, becomes director of the Center after more than 40 years of experience in work with blind and deaf-blind persons. Himself blind, Mr. Spar began his career in 1935 by working with visually handicapped youngsters at the New York Institute for Education of the Blind. After attending Columbia University's Teachers College, where he received his bachelor's degree in 1940 and his master's degree in 1942, he joined the staff of the Industrial Home for the Blind as a specialist in the industrial placement of blind trainees. In 1945, Mr. Spar became the director of IHB's vocational department, in 1951 director of rehabilitation, in 1953

assistant executive director and in 1970 associate executive director.

It was from this post that Mr. Spar was appointed associate director of the Helen Keller National Center in 1971. As such, he has been in charge of the day-to-day operation of the Center, and was involved in the design and construction of the new facility at Sands Point, which had its formal opening in October 1976. He is a resident of Wilton Park.

The Helen Keller National Center for Deaf-Blind Youths and Adults is the first facility in the United States whose purpose is the rehabilitation and training of persons who can neither see nor hear. In assuming the title of founder and administrative vice president, Dr. Salmon, who is 81, will act as liaison between the Helen Keller National Center and the U.S. Department of Health, Education and Welfare, which provides the funds for its operation. He will also be responsible for maintaining the Center's relationships with the Congress and broadening the acceptance of the Center by both the professional and non-professional communities.

Corson Named Louisiana Superintendent

Dr. Harvey J. Corson is the new superintendent of the Louisiana State School for the Deaf, Baton Rouge, having been named from a field of five finalists by the state board on April 28. He will assume his new position on July 1, 1977.

Dr. Corson, a National Association of the Deaf Board Member from Region II, is currently assistant superintendent of the Kentucky School for the Deaf, Danville. A graduate of Pennsylvania School for the Deaf, Mt. Airy, he received bachelor's and master's degrees from Gallaudet College; another master's from California State University at Northridge; and his doctorate in education from the University of Cincinnati.

Early History Of The New Hampshire Association Of The Deaf

By ESTHER FORSMAN COHEN

In the February 1977 issue of THE DEAF AMERICAN there was an article telling about the revival of the New Hampshire Association of the Deaf.

In the second paragraph of the article it says, "... there was an organization bearing the same name as this present one before World War II," then adds "... it was disbanded ..."

That statement is true, but the author left out a large chunk of pertinent history as to what led to establishing the FIRST New Hampshire Association of the Deaf which remained active for 20 years, and was instrumental in achieving some benefits that the New Hampshire deaf are enjoying today.

In 1929, Max Cohen, a native of New York City, started working at Rumford Press in Concord, New Hampshire. Later I moved there from New Jersey. Mr. Cohen, being young, footloose and fancy free, naturally was bent on getting himself a car. But to his utter disappointment he learned that deaf people in New Hampshire were not allowed to drive. The fact seemed to him incredible inasmuch as most of the deaf throughout the United States were enjoying the privilege of operating their own cars.

He appealed to the then state commissioner of motor vehicles, but to no avail. The commissioner refused to believe that other states had passed such "hazardous" laws and he would not be convinced.

In desperation, to back up his argument, Mr. Cohen obtained newspaper clippings and other testimonials to prove that the deaf were safe drivers, but the austere commissioner remained adamant.

At this point Mr. Cohen and a handful of others realized that "in numbers there is strength" and a state association of the deaf was needed to turn the tide. But there was no such organization.

The New Hampshire Mission for the Deaf was primarily a religious body and could not be called upon to participate in civic or state affairs.

So, if the deaf in New Hampshire were ever to attain their rightful place in the sun, this small band set out to interest other deaf residents in the state. But trying to form such an association became an uphill undertaking because they soon found that most of the deaf natives were so deplorably undereducated. Why was this?

The unpardonable excuse was that New Hampshire had no school for its deaf children. Those fortunate enough to be discovered were farmed out to neighboring states in a hit or miss fashion. These schools being small and overcrowded, placed a quota on the number of children New Hampshire could

send. As a result, children were yanked out of school before their time to make room for others on the waiting list.

Delving deeper into this unbelievable situation, it was discovered that some children were shipped to a school for the deaf in Canada where the curriculum was mainly French; and returning home, the children knew not even who the President of the United States was, for they had been taught only British history. The reason for sending the children to a foreign land was because their parents were French-Canadians who had emigrated, and it was their preference at taxpayers' expense.

Those children who were considered uneducable ended up at the Laconia State Institution for the retarded. While being shown through the Institution, the superintendent lined up 19 hapless deaf children and said to us, "These children do not belong here, they should be in school."

At another institution called The Almshouse there were a number of deaf unwed mothers. These miserable-looking creatures had never had any schooling.

All these revelations sent one's blood pressure to the boiling point and hastened the formation of the FIRST New Hampshire Association of the Deaf. It was born in 1930 with a roster of the following deaf individuals: Mr. and Mrs. Joshua Hughes, Mr. and Mrs. Charles Moscovitz, Mr. and Mrs. Max Cohen, Edward M. Rowse, all of Concord; Mr. and Mrs. Joseph Lampron of Nashua; Lawrence Duggan of Berlin; Mr. and Mrs. Louis Dozois of Laconia.

Mrs. Edna Bowers, Joseph St. Hilaire, Eugene Robitaille, Mr. and Mrs. Rogers, Mr. and Mrs. Mayo, Alphonse Gosselin, Armand Vaillancourt, Bertha Savageau, all of Manchester. All were enthusiastic, but some hesitated to become members until the dues were set at 25¢ a year.

That sum may seem laughable in today's inflationary times, but in 1930 much of the state lay prostrate in the throes of The Great Depression; moreover, many deaf were out of work or working only part-time. Not one deaf native son was employed at the bustling Rumford Press because the schools hadn't trained them to become skilled printers.

The following year the NHAD was triumphant when the state legislature passed the law giving the deaf the right to operate motor vehicles in New Hampshire. This is not to say that the Bill had no opposition; and had it not been for the freakish happenstance of one man, I believe the deaf of N.H. would still be deprived of a driving license to this day.

While the heated debate was in pro-

cess on the floor, this aforementioned man, a member of the Legislature rose to speak. He had only one arm, and told the opponents that if they did not pass the bill, they would be taking away his livelihood, for he had been a one-armed driver for years. His colleagues passed the bill unanimously! The quirk to this drama was that the bill was so couched as to include, not only the deaf, but all able-bodied handicapped as well.

Not resting in its euphoria, the NHAD next began to tackle the deplorable educational situation of New Hampshire's deaf children. But all at once the loyal workers were up against a stone wall when the committee confronted the impregnable Mr. Pringle, state commissioner of the Board of Education. He stated flatly that the education of the deaf was not under his jurisprudence, but revealed that the State Board of Public Welfare handled it. He, henceforth, dismissed the NHAD committee with short shrift.

Undaunted, the committee asked for, and was granted, an interview with the state commissioner of public welfare. He was found to be much more complaisant than the former official. He fully agreed that the education of the deaf had no place in his department inasmuch as it wasn't a welfare case. He backed our move to have it transferred to Pringle's department.

This necessitated a state law, and once more we were involved in lobbying. We quickly learned not to approach female legislators for, as one hesitant lady lawmaker commented, "It takes a man to fight up there," referring to the legislative chambers. What we didn't know at the time was that we could have used a modern fearless Bella Abzug, Congresswomen from New York!

Somehow the bill to transfer passed, but the NHAD still had more work to do.

We now pressed the State Board of Education to remove the deaf children from the Canadian school and have them educated in the United States, preferably in New Hampshire. It was our theory that the children could better identify with their own country if they were educated in their native land. There were other reasons that could not be refuted. But we still met with parental resistance. However, by a steady stream of letters to newspaper editors, the publicity that resulted soon battered them down. And once more the NHAD was jubilant when the children were no longer shipped to Canada.

Next, the NHAD started its biggest and most awesome task—to get a state school for the deaf established in New Hampshire. The going was slow and difficult, often exhausting and a drain

on personal pocketbooks. The movement produced its pros and cons. Some of the public argued that a state school would be too expensive. In that day there were no Federal grants. The few philanthropists we were lucky to contact were loathe to loosen their purse strings. One wealthy lady said to me, "Tell me, Mrs. Cohen, HOW do you educate the deaf?", with emphasis on the "how."

World War II put a damper on our movement, but in spite of gas rationing and other restrictions the indomitable NHAD wasn't ready to die. We still had meetings and socials. But the membership began to dwindle as one by one answered the call to work in war plants outside the state.

After the war they did not return. They found other pastures more lucrative which led to a fuller life, to marriage, and homes elsewhere. Still, the small handful who were left carried on and hoped to take up where they left off—to found a school—but the state economy slow to recover, stymied all our efforts.

On top of this, another war broke out. This time it was Korea, and no one could foretell the outcome. My husband and I felt we had spent the best years of our life in the Granite State, and if we continued to hack away at this "granite" project, our strength would soon be expended. So, we sold our Concord home, and in 1950 moved back to the New York metropolitan area from whence we came, but we hoped the NHAD would carry on.

In the years that followed 1950 we learned the NHAD was slowly petering out for lack of leaders, and finally died.

To the new generation, who has so bravely revived the NHAD, we salute you and wish you luck. May you take up where the old NHAD left off in continued service to New Hampshire's deaf citizens.

Future NAD Conventions

1978—Rochester, N. Y.

1980—Cincinnati, Ohio

1982—St. Louis, Mo.

FDA Rule Encourages Hearing Aid Use

New Food and Drug Administration regulations for labeling of hearing aids and conditions for their sale will increase consumer confidence and encourage more people to get hearing aids, according to John Blake, Executive Director of the Hearing Aid Industry Conference, a Washington, D.C.-based trade association which represents hearing aid manufacturers. The rule, effective August 15, 1977, will provide for a medical evaluation prior to the purchase of a hearing aid, with a right of waiver for fully informed adults over 18. The rule requires a brochure to accompany each hearing aid, which will explain the health-related aspects of obtaining a hearing aid, the care and use of the aid and where to get it serviced.

Blake stated that the rule will not be easy for all manufacturers to implement, but "we are confident that industry members will make every effort to quickly adhere to the new requirements."

"While we are not convinced that all the requirements are necessary," says Blake, "we do think that FDA has been fair and realistic about the vast need for more attention to the problems of the hearing impaired. There are a lot of people who could hear better with a hearing aid, and we feel that this regulation will encourage them to get hearing help."

The Commissioner of FDA has recognized the major role that personal motivation plays in getting assistance for hearing problems and has also indicated that some selling practices and techniques used by the industry have helped to strengthen motivation to buy a hearing aid. The medical evaluation is simply to assure that medically treatable conditions that may affect hearing are identified and treated before a hearing aid is purchased.

In commenting on industry's reaction to the rule, Blake stated, "This rule is the result of a long and complex dialog between industry, professional and consumer groups and the government on medical care for hearing problems and

the purchase of hearing aids. The rule establishes, for the first time, a definitive role for the doctors, the audiologist and the hearing aid dispenser in providing hearing health care and sets forth industry requirements for dissemination of uniform consumer information on hearing aids. FDA has acknowledged that hearing aids are not dangerous devices and that the number of people who will in fact require medical or surgical treatment is relatively small in comparison to the number of individuals who may benefit from amplification."

Continued Blake, "There are millions of people who have never done anything about their hearing impairment. It is the industry's belief that in working with government through this comprehensive consumer regulation, we will be able to encourage those people to enrich their lives through the use of a hearing aid."

Port Chester To Host 2d International TTYers

Port Chester, New York, will be the site of the second International Teletypewriters for the Deaf convention on June 22-26, 1977. Headquarters will be the Rye Town Hilton Inn.

Hosted by the New York-New Jersey Phone-TTY for the Deaf, the convention will have a variety of activities. Meetings and demonstrations/workshops will be in order. Tennis or golf tournaments will be planned if there are enough participants. A banquet is scheduled for Friday night, and on Saturday night the ball will include a show featuring former National Theatre of the Deaf performers, Julianna Fjeld and Richard Kendall.

Combination tickets, along with room reservations are now available, on a first come, first served basis. Tickets are now \$30.00 and \$35.00 after May 1. Rooms taken on the Modified American plan at the hotel's special convention rate includes combination tickets.

For tickets and information, write to: Phillip Bravin, Registration Chairman
1977 TDI Convention
74 Annadale Road
Staten Island, New York 10312
TTY (212) 984-6436

MSD Parents' Objections Valid

(Continued from page 2)

Michigan communities where the program is even less adequate.

Those angry parents of deaf children who may be thrown to the mercies of their local schools are right to fight as hard as they can against the fulfillment of the recommendations of the consultant firm.

They should raise all the fuss they can until the State can show them in solid figures — budget figures, that is — that every school system to which their children are to be returned has on board the specialists and the space and the materials that can replace what they are getting at MSD.

Perhaps MSD is not the very best way in the world to prepare those children handicapped by hearing losses for a place in this world.

But it has a proud and impressive record of being the best thing to come along so far in this area, and it is not to be surrendered for some fine-sounding theories that offer to trade promises of better things for available good things.

Until the State has something better than theories, those parents have our sympathy and support right down the line.

New York University

Washington Square, New York, N.Y. 10003

DEAFNESS RESEARCH & TRAINING CENTER

LOOKING AHEAD

Deafness Research & Training Center

April 21—Emotional Well-Being of Deaf Children. Conference for Professionals Working with Parents.

May 19-20—New Developments in Deafness Rehabilitation and Education: Annual Conference of Deafness Research & Training Center Students and Alumni.

June 10—Emotional Well-Being of Deaf Children. Conference for Parents and Deaf Children.

June 17-18—Interpreters' Upgrading Workshop. Pittsburgh, Pa.

June 22-24—Interpreters' Upgrading Workshop. Easter Seal Camp, Waterville, Maine.

June 20-24—Intensive Sign Language Institute, Deafness Research & Training Center, New York University.

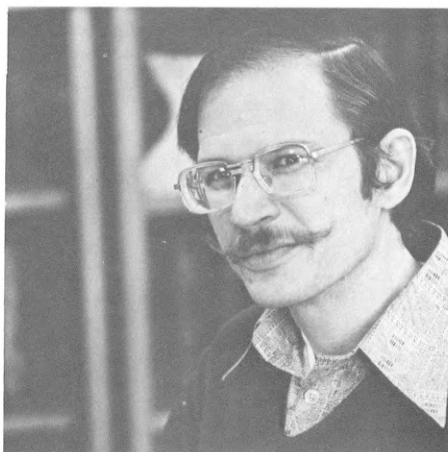
July 11-15—Psychological Assessment of Deaf Clients in Vocational Rehabilitation: Training Seminar for Psychologists, Deafness Research & Training Center.

July 5-August 11—Summer Program, Deafness Research & Training Center. (Working professionals can earn their M.A. in Deafness Rehabilitation or Education in three summers.)

July 5-21—First Session (Register June 29-30) Principles of Language Development for Hearing Impaired Children. Principles, Techniques and Problems of Counseling with Deaf Persons. Beginning Techniques of Communication with Deaf Persons.

July 25-August 11—Second Session (Register July 20-21) Linguistics of Language Development. Deafness and Human Behavior. Beginning Techniques of Communicating with Deaf Persons.

August 28-September 2—Intensive Sign Language Institute, Tuxedo Park, New York.



Dr. John G. Schroedel

John Schroedel Goes To Human Resources Center

Dr. John G. Schroedel, Associate Research Scientist at the Deafness Research & Training Center, will move, on June 1, to a new position at Human Resources Center in Albertson, Long Island, N.Y. There he will be the director of a research program on changing attitudes of professionals, educators and employers of severely disabled persons, as well as the attitudes of severely disabled persons themselves.

Dr. Schroedel is enthusiastic about the new project, the purpose of which is to improve employment opportunities for severely disabled people; also because it affords him an opportunity to extend and broaden the attitude research he has conducted over the last six years.

Workshops will be set up for this project, Dr. Schroedel explains, at which participants will gain exposure to severely disabled people. The aim is to improve their attitudes. Different techniques, used within the workshop, will be evaluated. From this experience training packages will be developed so that the model can be replicated nationally. This project is funded by the Rehabilitation Services Administration.

Human Resources Center was founded 25 years ago by Dr. Henry Viscardi, Jr., himself severely disabled, and has rehabilitated thousands of severely disabled people since that time.

At present Dr. Schroedel is an Associate Research Scientist at the Deafness Center, a post he will occupy until May 30. In this position he has been performing survey research, teaching, training interns and consulting with doctoral candidates on their dissertations.

Dr. Schroedel has been associated with the Deafness Center for eight years while pursuing his graduate studies. During that time he held several fellow-

Special!! NITC On TV!

NITC appeared on WPIX-11 Television's 10 p.m. ActionNews program on March 24. The occasion was the graduation of the Beginning Interpreters course at the Deafness Center. Besides the graduation formalities, WPIX shot typical workshop scenes, an interview with Carol Tipton on sign language, the National Interpreter Training Consortium and problems of interpreting. And in the lower right hand corner of the screen was the familiar oval containing the sign language interpreter of the show—Ron Hamilton of the Deafness Center.

ships—from the Rehabilitation Services Administration, the National Institutes of Health, Gallaudet College Alumni Association and the Berger Deaf Scholar Fund at New York University's Deafness Center. In 1976, he was awarded his doctorate, with distinction, because of his excellent dissertation on the subject "Variables Related to the Attainment of Occupational Status among Deaf Adults."

Dr. Schroedel has published several articles on the sociological aspects of deafness. He has been active in deaf community leadership in the New York area, including membership on the Board of the New York State Coalition of Organizations on Deafness.

A native of Seattle, Dr. Schroedel attended Washington State University, the University of Washington and then graduated from Gallaudet College. He earned his M.A. and Ph.D. from New York University. His wife, Huberta, is a counselor-teacher with deaf persons. They plan to continue living in New York City.

Dr. Schroedel says that he is looking forward to Human Resources Center, but finds it hard, at the same time, to leave the Deafness Center, where faculty, staff and students have given him so many wonderful experiences. His friends at the Deafness Center return the sentiments and wish Dr. Schroedel a successful and happy new career.

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NATIONAL INTERPRETER CONSORTIUM TRAINING

Interpreter Training Workshops

One of the objectives of the National Interpreter Training Consortium is to train interpreters to work with deaf people with minimal language skills. This year's goal is to train 36 such interpreters across the country. At the Deafness Research & Training Center a two-week workshop recently trained six interpreters in this category, four of whom were deaf.

Trainees who completed the course: Delia Garcia, Louis Goldwasser, Judith Israel, Terry Johnson, George Pehlgim and George W. Thomas, Jr.

Carol Tipton, head of interpreter training at the Deafness Center, explains that a deaf interpreter often serves as an intermediary between the client with minimal language skills and the hearing interpreter. The trainee in this workshop must be aware of the variety of people who may have minimal language skills and be sensitive to the differing needs of each. For example, persons with minimal language skills may

1. have normal intelligence, but be lacking in schooling
2. be foreign born with no knowledge of English or American Sign Language
3. be multiply handicapped, especially mentally retarded
4. be deaf-blind, requiring special communication methods which will depend upon which came first, deafness or blindness.

Furthermore, the same person may have different language skills in different situations. Most of us can think of subject areas where our language skills are only minimal!

Ethics of interpreting received a lot of emphasis in the workshop, with the trainees engaging in role playing. They found that it is important not to assume a "helpful" role just because a client has minimal language skills.

Throughout the course the lowest level of language skills was emphasized. Thus, one would not expect to use AMESLAN or Signed English but rather mime, gesture, acting and picture-drawing.

The workshop included field visits to institutions where trainees could interact with persons with minimal language skills. These included the New York Society for the Deaf, New York City Public School for the Deaf, JHS 47 (Educable Mentally Retarded and Trainable Mentally Retarded Programs) Work/Study Program for the Language and Hearing Impaired in New York City, PS 158. People seen on these visits covered a range of present and future vocational rehabilitation clients.

At the conclusion of this workshop the trainees put themselves on call with the Interpreter Service at the New York Society for the Deaf. They felt that they had made progress in interpreting for persons with minimal language skill, but that they need much more practice. All the interpreters plan to join the RID.

Deafness Research & Training Center staff members who assisted in the workshop, besides Carol Tipton, were Janet Acevedo, Kitty Dunne and Mary Beth Miller.

British Psychologist Paul Arnold To Teach At Deafness Center

It is the good fortune of the Deafness Research & Training Center to have Dr. Paul Arnold of Manchester, England, join the staff this summer. Dr. Arnold is a lecturer in psychology at the University of Manchester who is on sabbatical leave in the United States.

Dr. Arnold will be teaching the course "Principles of Language Development for Hearing Impaired Children" from July 5-21. He will also assist in the Workshop for psychologists, "Psychological Assessment of Deaf Clients in Vocational Rehabilitation," which will be held July 11-15.

Dr. Arnold has taught psychology courses in the teacher-training program in deafness at the University of Manchester. During the past year he taught a course on Psychology of Deafness and a seminar on Language and Thought at the Institute for Child Behavior and Development at the University of Illinois. Dr. Arnold has a continuing research interest in cognition and memory of deaf and hearing children.

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NYU Alumni Hear About Deafness At Conference

Three Deafness Research & Training Center staff members were featured speakers at a seminar sponsored by the Department of Communication Arts and Sciences of the New York University School of Education, Health, Nursing and Arts Professions. The occasion was the Annual Education Alumni Conference sponsored by the School of Education Alumni Association on March 12, 1977.

The seminar topic, "Expanding Communication: Communicating with Deaf People," was presented by Deafness Center staff members: Thomas Freebairn, Coordinator, Telecommunication Projects, who served as moderator; Martin Sternberg, Coordinator, Manual Communication Services; and Mary Beth Miller, Assistant Research Scientist.

Mr. Sternberg told about language retardation among deaf children and adults resulting from limited linguistic input during the crucial years for learning

language. It is necessary, he said, to substitute visual "bombardment" during this period for the auditory "bombardment" which hearing children receive and which makes for normal language development. Using abstract concepts, such as "love" and "hate," he showed how these concepts can be made concrete and tied in with a deaf child's existing life experiences. His talk was oriented to the educational process since there were many educators present at the conference.

Mr. Freebairn discussed telecommunications—television, radio, telephone—and how deaf people are cut off from them educationally, vocationally and socially. He reported on the progress that has been made in making television accessible by open and closed captioning, by the use of sign language interpreters and by producing original shows using sign language. He explained the device for making the telephone

usable to deaf people, the teletypewriter (TTY).

Mary Beth Miller involved the audience directly in her demonstration of communication by sign language. Working with the three words, "grow," "joy" and "sad," she first had members of the audience create their own signs. Then she demonstrated the sign language versions, explaining the logic behind each. The function of facial expression, inflection and tone in sign language was also discussed. She concluded with a demonstration in sign language using only these three words which were now known to the audience. Devotees of Mary Beth's dramatic talents can well imagine that!

The overall program presented by the Deafness Research & Training people drew a sizable and attentive audience. There were brisk question and answer periods. And Tom Freebairn added variety by showing videotapes of television captions, sign language interpreting and original programs which featured deaf people signing for themselves.

New Developments In Deafness Conference

Following last year's highly successful 10th anniversary conference, students and alumni of the Deafness Research & Training Center are looking forward to this year's conference on "New Developments in Deafness and Rehabilitation and Education," to be held at the Center on May 19-20.

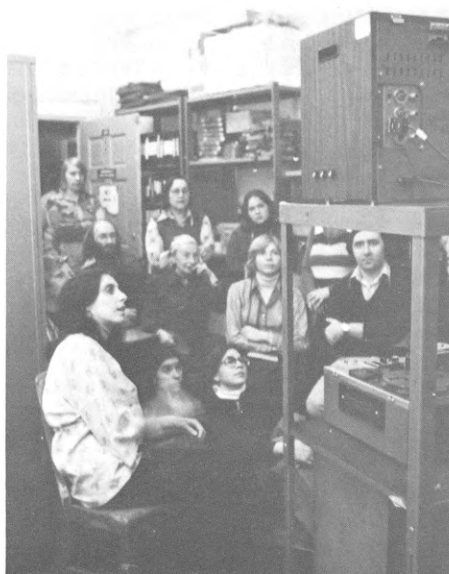
The conference will provide a meeting ground where students and graduates can exchange information about work in the field of deafness. They will also have the opportunity to discuss their problems with Deafness Center staff and to learn of new developments from them.

Outside experts, some of them former students of the Deafness Research & Training Center, will participate in panels on Mental Health, Vocational Evaluation and Adjustment and New Psycholinguistic Approaches to the Education of Deaf Children.

Off The Press

In March the NAD published *Deaf Evaluation and Adjustment Feasibility: Guidelines for the Vocational Evaluation of Deaf Clients*, Edited by Douglas Watson. A summary of this publication of the Deafness Research & Training Center appeared in the February issue of *THE DEAF AMERICAN*, p. 47. *Deaf Evaluation and Adjustment Feasibility* may be ordered for \$5.50 plus \$1.00 handling charge from National Association of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910.

APRIL 1977



Intensive Sign Language Institute videotaping Session.

Sign Language Students See Selves On Screen

In March another Intensive Sign Language Institute took place at the Deafness Research & Training Center at New York University. The next Institute is scheduled for June 20-24.

One of the most rewarding experiences of an ISLI week is the videotaping of each student signing. Typically the student may sign a story which he has prepared for the occasion. In addition he may have an impromptu conversation with another person. Viewing the playback of these tapes shortly afterwards, with criticism from instructor and classmates, is a valuable (if humbling!) experience for the student.

The accompanying photo shows a recent class quite spellbound by their own signing images on the monitor. In the doorway stands their instructor.

Delk Speaks On Demography Of Auditorily Handicapped

Marcus T. Delk, Jr., coordinator of Survey Research at the Deafness Research & Training Center, gave an address on the "Auditorily Handicapped" to the Workshop on Sensory Deficit and Sensory Aids, held in March at the Smith Kettlewell Institute of Visual Sciences, Pacific Medical Center, San Francisco. The sponsors were RSA-VA.

In his speech, "Demographic Characteristics of the Auditorily Handicapped," Mr. Delk discussed the answers to these questions: 1) What do we mean by auditorily handicapped? 2) Are some localities more affected than others? 3) What are the diagnostic criteria? 4) What are some of the additional handicapping conditions associated with persons who are auditorily handicapped?

Berger Scholars

The Samuel A. and Katherine B. Berger Deaf Scholars Program has helped many deaf graduate students at New York University by paying for interpreters, tutors, notetakers and related support services. Here are two more students who are benefiting from the Berger Fund.

Judith Bravin

Berger Deaf Scholar Judith Bravin is studying for her M.A. in Deafness Rehabilitation at the Deafness Research & Training Center. The demands of three children and a husband make it necessary for her to spread her studies over two years, so she hopes to finish in May 1978. Along with her studies, Judith is holding a research assistantship in the Deafness Center project known as Educating Multiply Handicapped Deaf Students at New York City Public School for the Deaf, JHS 47.

Born deaf, into an all-deaf family, Judith was educated in her early years at the Lapham School in Madison, Wisconsin. Later she attended the Wisconsin School for the Deaf, followed by the California School for the Deaf in Berkeley. She went on to Gallaudet College, majored in library science there, and graduated in 1966.

After graduating from college, Judith worked for a year at the Library of Congress as a searcher-cataloguer. She decided she would rather work with people, so she turned to a position teaching English at the American School for the Deaf in West Hartford, Connecticut. Here she met her husband-to-be, Philip, who is also deaf.

The Bravins now live in Staten Island with their three children, ages eight,



Judith Bravin



George M. Pehlgrim

six and four and a half, who journey to the Lexington School for the Deaf in Queens, every day. Judith and her husband, who is an IBM Systems Engineer, are active in the affairs of the deaf community.

When she has completed her studies at the Deafness Center, Judith says she would like to work with multiply handicapped deaf children in schools or institutions.

George M. Pehlgrim

George M. Pehlgrim likes to act because he enjoys entertaining people. And he has always wanted to live in New York City. These two drives happily converged to bring him to New York University where he is working for his master's degree in the Educational Theatre Program. A Berger deaf scholarship helps provide George with the interpreters and other services he needs to take part in academic life.

George grew up in an all deaf family in Oakland, California. He was educated at the California School for the Deaf in Berkeley. Next came Gallaudet College where he majored in drama and graduated in 1972. As a college actor, George specialized in comedians' roles. He enjoys listing three of his favorites: the Judge in Moliere's *The Miser*, Mr. Flippovitch in Gogol's *The Inspector General* and Montfleury in Rostand's *Cyrano de Bergerac*. In his senior year at Gallaudet, George won the Most Versatile Performer Award.

After college the teaching jobs were scarce, so George found himself working as a coding clerk in the Consumer Product Safety Commission in Bethesda, Maryland. And now he is pursuing his theatrical studies in New York where he really feels "at home." Among the courses he has taken, he is particularly pleased with one on the Silent Theatre (mime).

As for the future, George wants to be an actor in the National Theatre of the Deaf for a few years. After that he would like to teach drama and literature. He hopes to live in France for a while, and dreams of studying mime with the famous Marcel Marceau.

George recently put his dramatic skills to another use when he completed the NITC workshop to train interpreters to work with people with minimal language skills.

Workshop For Psychologists

A workshop on "Psychological Assessment of Deaf Clients in Vocational Rehabilitation" will be held July 11-15 at the Deafness Research & Training Center. A group of experts will conduct the workshop. The program will cover techniques of communicating with deaf clients, assessment of clients' communication competencies, academic achievement and intelligence; also vocational evaluation, trouble-shooting in assess-

ment and emergency testing. Participants will have an opportunity to observe testing of deaf clients and to actually test a deaf person themselves.

Applicants must hold M.A. or Ph.D. degrees in psychology, educational psychology or related fields, be actively engaged in a profession and plan to work with some deaf clients.

The registration fee is \$50.00. Single dormitory rooms are available for \$77.50 (including two meals) or \$85.00 (including three meals) for the five nights. A few traineeships will be available at \$75.00 for the week. Apply before May 20, 1977, by sending a brief statement of highest degree held, present employment and anticipated use of training to Jerome D. Schein, Ph.D., Director, Deafness Research & Training Center, New York University, 80 Washington Square East, New York, N.Y. 10003.

Publications

MY HEART CAN HEAR

*Oh, Robin Redbreast, sing to me
My soul to set aglow;
Though ears be closed to melody,
My heart can hear, you know.*

The above is the first stanza of the opening poem of a paperback booklet, "Collected Poems of C. Allan Dunham, which is advertised elsewhere in this issue. Mr. Dunham has dedicated the booklet to his alma mater, Rochester School for the Deaf (Ex-'23), in honor of its centennial observed last year.

Mr. Dunham is a talented writer of prose as well as poetry, and has contributed to the *Silent Worker* and its successor, *THE DEAF AMERICAN*. He has now almost finished a book of his memoirs entitled, "Memories of Silence," which he hopes to see published within the next year or so. He has been writing both prose and poetry since his grade school days in the early nineteen-teens and twenties.

His "Collected Poems" consists of some 90-100 of his best poems, many of which have been previously published in the Buffalo press. As the introduction of the booklet tells the interested reader, he is a second cousin once removed, on his mother's side, of the late Rev. Harry Emerson Fosdick and his brother, Raymond Blaine the famed Wilsonian diplomat, both of whom were prolific and widely-read writers. Through his mother he is also a direct descendant of "Harry Castlemon," the most popular author of books for the young reader, of the 1890's. "Harry Castlemon" (Charles Austin Fosdick), married his great-great grandmother, the first Sarah Glynn Stoddard, after whom his mother was named.

Xavier Montalvo Escorts A Deaf Tour July 16 to Aug. 5, 1977

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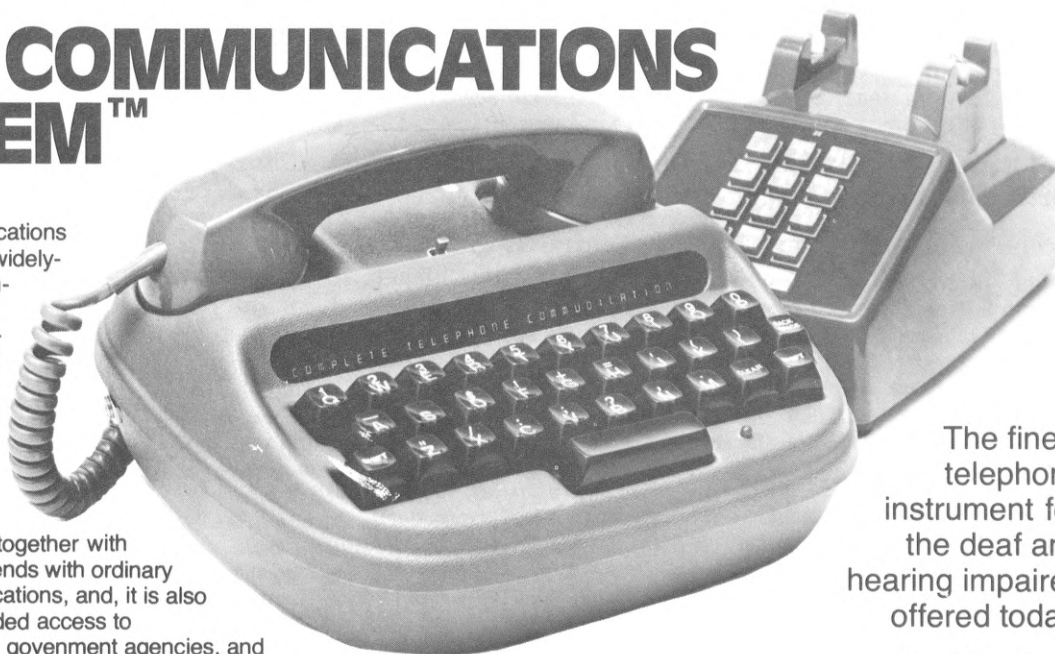
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Schools for the deaf, colleges and club athletic schedules and results are needed for THE DEAF AMERICAN's "Hotline Sports" section. Send such material to Mr. Charley Whisman, DA Hotline Sports Editor, 4316 North Carrollton Avenue, Indianapolis, Indiana 46205.

Second Annual Houston Invitational Basketball Tournament

San Antonio 2, New Orleans 0 (forfeit)
Austin 68, Oklahoma City 25
Tulsa 2, Lafayette 0 (forfeit)
Jackson 46, Beaumont 20
Houston 63, San Antonio 17
Austin 56, Little Rock 38
Houston 62, Austin 60
Baton Rouge 66, Tulsa 15
Jackson 48, Dallas 43
San Antonio 49, Oklahoma City 39
Beaumont 64, Tulsa 46
Beaumont 56, San Antonio 40
Dallas 72, Little Rock 57
Jackson 68, Baton Rouge 65
Austin 76 (3rd), Baton Rouge 68 (4th)
Houston 96 (1st), Jackson 61 (2nd)

Second Annual Mid-Winter Basketball Games, Danville, Kentucky

Lexington 50, Danville 36
KSD Staff 64, KSD AA 49
Danville 49, Louisville 47
Dayton 61, KSD Staff 42
KSDAA 56, Dayton 55
Most valuable player: David Hurst, Lexington.
All Star Team: Ed Peltur and Ed Bitsko of KSD Staff; Darrell Centers of KSDAA; Sammy England and Mike Zirnheld of Danville.

Southeast Regional Basketball Tournament, Norfolk, Virginia

Diplomats 75, Tidewater 60
MWAD 57, Richmond 45
Capitol City 46, Swamp Fox 38
Miami 59, Hyattsville 54
Scott Key 53, Baltimore Silents 38
Carolinas 45, Diplomats 43
Capitol City 54, WWAD 39
Block G 82, Birmingham 46
Carolinas 69, Capitol City 55
Block G 68, Miami 57
Miami (3rd) 69, Capitol City (4th) 68
Carolinas (1st) 73, Block G (2nd) 71

Special Awards:

All Stars, First Team—Harold Green, Miami; Ken Olson, Capitol City; Steve Nover, Block G; Jim Colston, Block G; and Craig Brown, Carolinas.

All Stars, Second Team—Ricky Suiter, Diplomats; Greg Fleming, Miami; Jerome Brown, Carolinas; Steve Shrum, Capitol City; and Leon Grant, Carolinas.

Team Sportsmanship—Miami.

Coach of the Tournament—Fred Pickering, Capitol City.

Most Valuable Player—Craig Brown, Carolinas.

SEAAD Queen—Celia Brown, Atlanta.

Central Regional Basketball Tournament, Chicago, Illinois

Chicago 2, Bluegrass 0 (forfeit)
Cleveland 80, Louisville 28
Detroit A.D. 48, Southtown 46
Flint 80, Rib Mountain 59
Indianapolis 53, Akron 48
Delavan 67, Dayton Silents 33
Madison 78, Windsor 35
Buffalo 93, Chicago HAD 40
Chicago 94, Cleveland 60
Flint 83, Detroit A.D. 49
Delavan 80, Indianapolis 49
Buffalo 80, Madison 66
Cleveland 64, Detroit A.D. 53
Madison 67, Indianapolis 65
Chicago 97, Flint 58
Buffalo 64, Delavan 61
Madison (5th) 74, Cleveland (6th) 49
Flint (3rd) 78, Delavan (4th) 62
Buffalo (1st) 85, Chicago (2nd) 83

Special Awards:

All Stars, First Team—Frederick Poole, Flint; Navarro Davidson, Delavan; Dick Olson, Buffalo; Michael Ashford, Chicago; and Jeff Holcomb, Buffalo.

All Stars, Second Team—Alfred Holmes, Jr., Cleveland; Gerald Scherneck, Madison; Ken Harrison, Chicago; David Michel, Buffalo; and Jimmy Carter, Flint.

Coach of the Tournament—William Flanders, Buffalo.

Team Sportsmanship—Indianapolis.

Individual Sportsmanship—Joseph Otis, Madison.

Most Valuable Player—Jeff Holcomb, Buffalo.

Midwest Regional Basketball Tournament, Kansas City, Missouri

St. Louis 66, Denver All-Soul's 54
Omaha 63, Sioux City 53
Wichita 88, Des Moines 48
Kansas City 63, Sioux Falls 39
Denver 46, Sioux City 29
Sioux Falls 32, Des Moines 25
Omaha 79, St. Louis 65
Kansas City 62, Wichita 49
Denver 54, Sioux Falls 37
St. Louis (3rd) 97, Wichita (4th) 78
Omaha (1st) 69, Kansas City (2nd) 63

Special Awards:

All Stars: David Ruberry, Kansas City; Jack Cooper, Kansas City; Mark Harrison, Wichita; Tom Pundman, St. Louis; Gary Washington, Denver; Leon Baker, St. Louis; Edward Olson, Omaha; Bobby Goettsch, Omaha; Leroy Pywell, Wichita; and Ronald Penn, St. Louis.

Individual Sportsmanship—David Ruberry, Kansas City.

Team Sportsmanship—Omaha.

Coach of the Tournament—Warren Dale, Wichita.

Most Rebounds—Gary Washington, Denver—52 rebounds.

Most Assists—Edward Olson, Omaha—20 assists.

Far West Regional Basketball Tournament,

Los Angeles, California

Temple 45, Silent Rustlers 42
SY-VN 90, Long Beach 43
HAD 64, Riverside 50
Los Angeles 84, San Diego 32
Silent Rustlers 45, San Diego 40
Long Beach 71, Riverside 61
Temple 72, Albuquerque 63
SY-VN 83, HAD 45
Long Beach 65, Silent Rustlers 59
Los Angeles 92, Temple 43
Long Beach 75, Albuquerque 65
Temple (3rd) 45, HAD (4th) 41
Los Angeles (1st) 101, SY-VN (2nd) 61

Special Awards:

All Stars, First Team: Wayne Miller, Los Angeles; Craig Healy, Los Angeles; Don Lyons, Los Angeles; Ernie Epps, Los Angeles; and Robert Woodward, Van Nuys.

All Stars, Second Team: Gene Dave, Los Angeles; Ken Watson, Van Nuys; Albert Jaramillo, New Mexico; Robert Ellis, Temple; and John Sandoval, Los Angeles.

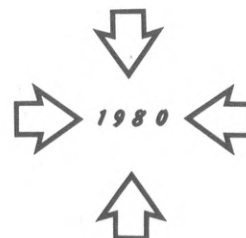
Team Sportsmanship—Albuquerque, New Mexico.

Coach of the Tournament—Bennie A. Maucere, Los Angeles.

Most Valuable Player—Robert Ellis, Temple.

East Regional Basketball Tournament, Revere, Massachusetts

Union League 74, Worcester 51
Hudson 52, Providence 49
Pelicans 92, Colonials 70
Waterbury 85, Revere 33
Union League 99, Hudson 79
Waterbury 58, Pelicans 55



Pelicans (3rd) 92, Hudson (4th) 81
Union League (1st) 81, Waterbury
(2nd) 72

Special Awards:

All Stars, First Team: Glenn Anderson, Pelicans; Carlos Washington, Union League; Dennis Berrigan, Waterbury; Bill Beng, Union League; and Ralph Crug, Union League.

All Stars, Second Team: Robert Williams, Union League; Kevin Ritchie, Waterbury; Mike Slomkowski, Hudson; Robert Hemmings, Union League; and DeVerne Winston, Pelicans.

Team Sportsmanship—Waterbury.

Individual Sportsmanship—Robert Williams, Union League.

Coach of the Tournament—Dan Pordum, Union League.

Most Valuable Player—Bill Benz, Union League.

Queen of the Tournament— Ms. Patricia Johnson, New York.

Southwest Regional Basketball Tournament, Lafayette, Louisiana

Jackson 65, Metro New Orleans 47
Medgar Evers, Jackson 74, San Antonio 36

Beaumont 76, Capitol City, Baton Rouge 38

Tulsa 58, Memphis 39

Houston 62, Jackson 45

Dallas 92, Medgar Evers, Jackson 70

Little Rock 60, Beaumont 39
Baton Rouge 70, Tulsa 57
Dallas 71, Houston 61
Baton Rouge 64, Little Rock 59
Houston (3rd) 109, Little Rock (4th) 80

Dallas (1st) 121, Baton Rouge (2nd) 102

Special Awards:

All Stars, First Team—Mike Johnson, Little Rock; Gary Black, Houston; Nick Lefors, Baton Rouge; Darrell Shaw, Dallas; and Tom Parker, Houston.

All Stars, Second Team—Billy Nicks, Houston; Charles Clay, Houston; Henry Hayes, Baton Rouge; Gary Meyers, Baton Rouge; and David Howell, Little Rock.

Team Sportsmanship—Tulsa

Most Assists—L. Coleman, Dallas—26

Most Rebounds—G. Jackson, Tulsa—29

Coach of the Tournament—Charles Martin, Dallas

Most Valuable Player—Larry Coleman, Dallas

Northwest Regional Basketball Tournament, Vancouver, B.C., Canada

Oakland 74, San Francisco 59
Portland 52, Fremont 50 (overtime)
Idaho 85, Vancouver 46
Seattle 118, Salem 30
Fremont 79, San Francisco 77

Vancouver 74, Salem 54
Oakland 68, Portland 52
Seattle 79, Idaho 65
Fremont 93, Vancouver 50
Portland (3rd) 72, Idaho (4th) 58
Seattle (1st) 51, Oakland (2nd) 49

Special Awards:

All Stars, First Team: Ron Stern, Oakland; Mike Grammer, Idaho; David Wagner, Seattle; Craig Nicholes, Seattle; and Steven Gregersen, Seattle.

Team Sportsmanship—Salem

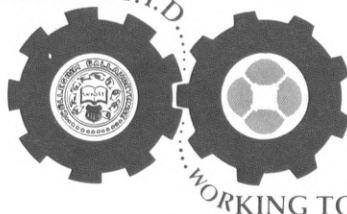
Coach of the Tournament—Eugene Gehm, Portland

Most Valuable Player— Craig Nicholes, Seattle

33rd Annual AAAD National Basketball Tournament, Salt Lake City, Utah

Los Angeles 104, Omaha 75
Union League, N.Y.C. 80, Dallas 79
Buffalo 101, Utah 34
Carolinas 69, Seattle 64
Dallas 87, Omaha 81
Seattle 87, Utah 59
Los Angeles 105, Union League, NYC 80
Carolinas 84, Buffalo 82
Dallas (5th) 73, Seattle (6th) 64
Buffalo (3rd) 72, Union League (4th) 71
Los Angeles (1st) 88, Carolinas (2nd) 84

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Applicants will be notified of acceptance by Aug. 15, 1977. Registration fees will be refunded to those not accepted. Participants are responsible for their own travel, hotel, and meals. Hotel information will be sent to registrants.

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Dr. Frank Caccamise (716) 464-6420
Dr. Gerilee Gustason (202) 447-0345

Special Awards:

All Stars, First Team—Ernie Epps, Los Angeles; Don Lyons, Los Angeles; Craig Brown, Carolinas; Leon Grant, Carolinas; and Craig Healy, Los Angeles.

All Stars, Second Team—William Benz, Union League; Jerome Brown, Carolinas; Dave Michel, Buffalo; Carlos Washington, Union League; and Steven Gregersen, Seattle.

Team Sportsmanship—Seattle

Most Points—Don Lyons, Los Angeles—98 points

Most Assists—Craig Healy, Los Angeles—17 assists

Most Rebounds—Don Lyons, Los Angeles—45 rebounds

Coach of the Tournament—Bennie A. Maucer, Los Angeles

Most Valuable Player—Don Lyons, Los Angeles

Sports Calendar

April 29-May 1—41st Annual Great Lakes Deaf Bowling Tournament and American Deaf Women Association Bowling Tournament, Cleveland, Ohio

April 29-30—Bowling Classic at Fort Lauderdale, Florida

April 30—Prep Track Meet—Indiana at Kentucky

May 3—Prep Track Meet—Model School at Maryland

May 7—Bowling Classic, Akron, Ohio

May 7—Bowling Classic, Council Bluffs, Iowa

May 7—Eastern Schools Trade Meet, Washington, D.C. (MSSD).

May 13-15—Eastern Bowling Tournament, Pittsburgh, Penna.

May 21—Bowling Classic, Chicago (MD)

May 21—Ohio State Bowling Tournament, Portsmouth, Ohio

May 27-29—Invitational Softball Tournament, Cincinnati, Ohio

May 27-29—Pacific Coast Deaf Bowling Tournament, Seattle, Washington

May 27-29—Dixie Bowling Tournament, Louisville, Kentucky

June 4—Bowling Classic, Little Rock, Arkansas

June 17-19—First Annual CAAD Volleyball Tournament, Buffalo, New York

June 28-July 2—13th Annual World Deaf Bowling Tournament at Syracuse, New York

July 16-26—XIII World Games for the Deaf, Bucharest, Roumania

September 2-4—Central Regional Softball Tournament, Cleveland, Ohio

September 2-4—Midwest Regional Softball Tournament, Wichita, Kansas

September 14-17—2nd Annual AAAD National Softball Tournament, Houston, Texas

Gallaudet College Basketball

Season Record: Won 7 Lost 17

Gallaudet 75, Southeastern 112
Gallaudet 91, Washington Bible 70
Gallaudet 68, Western Maryland 74
Gallaudet 60, Federal City College 62
Gallaudet 66, St. Mary's 88
Gallaudet 57, Wilmington 112
Gallaudet 60, Coppin State 120
Gallaudet 66, D.C. Teachers 81

Leading scorers:	FG	FT	Total
Steve Blehm	---- 187	72	446
Terry Berrigan	-----123	53	299
Mark Myers	-----123	40	286
Kevin Pfieffer	----- 98	38	234
David Catt	----- 71	39	181

Sports Reporters Needed

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Those interested should contact Mr. Charley Whisman at the address listed at the top of the Hotline Sports section.

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1976 Hall of Fame

Members Honored at Luncheon March 25, 1977
Salt Palace, Salt Lake City, Utah

CARL LORELLO—PLAYER

A coach's dream player in basketball and softball. At Fanwood School he was a top ranking cage scorer with a record of 700 points in his year on the varsity which earned him recognition in the Eastern Schools for the Deaf annual basketball tournaments. He was named as Player of the Week for Westchester County (N.Y.) several times.

After his school years he was instrumental in placing the Golden Tornadoes of New York City as a powerhouse quintet in the East and National cagefests. Carl was named as EAAD Most Valuable Player in 1952 and also AAAD Most Valuable Player at Houston. As said many times Carl was the best cager, easily surpassing the present cager stars. His career ended abruptly while in his prime after being blinded in one eye which was hit by a baseball.

LONNIE TUBB—COACH

The basketball coach of the famed Little Rock Silents of 1953 thru 1961 whose players include notable stars such as John Jackson and the Nutt brothers. His record as a coach is fantastic: 177 wins against 36 setbacks, including 7 SWAAD and 2 AAAD championships. His Little Rock team represented the United States in the World Games for the Deaf in Milan, Italy, in 1957 and brought world prestige to the United States by bringing home the victory wreath.

RICHARD "DUKE" CONNELL—LEADER/SPORT WRITER

The man said to be responsible for the present-day strength of the CAAD. His accomplishments and positions were Secretary-Treasurer of the Ohio Athletic Association of the Deaf for 23 years; CAAD President 8 years; CAAD Vice President 1 year; CAAD Secretary-Treasurer 3 years. Was Chairman of the 1956 AAAD basketball tournament; Chairman of CAAD

basketball tournaments. He wrote news for the AAAD Bulletin and the Silent News. Presently President of CAAD.

LUTHER C. SHIBLEY—OLD TIMER LEADER/SPORT WRITER

He is now retired as teacher for the Arkansas School for the Deaf. He had been very active in SWAAD and AAAD since 1951. He was SWAAD President 2 years, SWAAD Vice President 3 years, SWAAD Tourney Chairman in 1956 and the Chairman of the 1961 Little Rock AAAD Tournament. He served as delegate to the AAAD seven years and also served as the manager of the famed Little Rock basketball team in its glorious years from 1951 to 1959. He was the manager of the Little Rock Team that won the World basketball title at Milan, Italy. He was also instrumental for helping the Little Rock Team go to Milan, Italy through his fund-raising efforts that receive the attention of Governor Faubus of Arkansas.

EDWARD PAUL LOVELAND—OLD TIMER PLAYER

After World War II, Paul was one of the most talked-about basketball players in the country. He was responsible for bringing many championship trophies for the Utah School for the Deaf; Los Angeles Club of the Deaf; his teams (several AAU teams); his teammates and his loyal fans.

During his 21 years of playing basketball, he was elected to the 1st Team All-Stars 20 times. He received honors as Most Valuable Player Award five times, one of them is an AAAD award which he received at Oakland in 1949.

Paul was also elected as NWAAD's Coach of the Year in 1970.

LYLE GRATE—1976 ATHLETE OF THE YEAR

A member of the Pan American Games for the Deaf with three gold medals and one silver. Received a resolution from the South Dakota Board of Regents for his athletic achievements. As an outstanding and accomplished student and athletic at the South Dakota School for the Deaf, Lyle was in the decathlon and third in the pole vault with a 13 feet 6 inches height. With continued effort and practice it is believed Lyle will be able to break the South Dakota pole vault mark of 14 feet. He is also a member of the varsity basketball team averaging 22.7 points per game and 10 rebounds.

Angie Foster Named

1977 Poster Child

Angela Denise Foster, 3½, has been named this year's Better Hearing and Speech Month (May) poster child. The announcement was made by actress Nnette Fabray, National Better Hearing and Speech Month chairman.

Daughter of John and Betty Jo Foster, Charlotte, North Carolina, Angie was selected by the Better Hearing Institute, the National Association for Hearing and Speech Action and other participating hearing and speech organizations to carry the banner of hope and understanding for 1977. She was sponsored by the North Carolina School for the Deaf. Angie will represent more than 22 million Americans with hearing and speech disorders.

Poster child runnersup are Sonja Heiser, daughter of Maureen and Bruce Heiser, Londonderry, New Hampshire, and Richard Danny Mathews, son of Fran and Richard Mathews, Tulsa, Oklahoma. Sonja was sponsored by her grandparents, John and Anne Griffin. Quota Club, of Tulsa, Oklahoma, sponsored Danny.

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At Long Last . . .

Lonnie Tubb Elected Member Of AAAD Hall Of Fame

By ART KRUGER, Sports Editor

1500 North Coalter Street, B-6, Staunton, Virginia 24401

Lonnie L. Tubb, a longtime Benton, Arkansas, resident, has been, at long last, named to the AAAD Hall of Fame. The award is a tribute to the eight years of service he spent coaching the famed Little Rock Silents of 1953 through 1961.

During his coaching years, his team capped 7 SWAAD and 2 AAAD championships, and ultimately the world championship when it represented the United States in the World Games for the Deaf in Milan, Italy, in 1957. His record as a coach is fantastic: 177 wins against 36 setbacks.

Tubb and four other honorees were inducted during ceremonies March 25, 1977, at a luncheon held at the Salt Palace in Salt Lake City, Utah, in conjunction with the 33rd annual AAAD Convention and National Basketball Tournament.

Members of the team that won those championships were Clyde Nutt, Houston Nutt, Fay Nutt, J. L. Jackson, Jodie Passmore, Maxwell Mercer, Howard Poe, Ed Ketchum, Franklin Chism and Charles Helm.

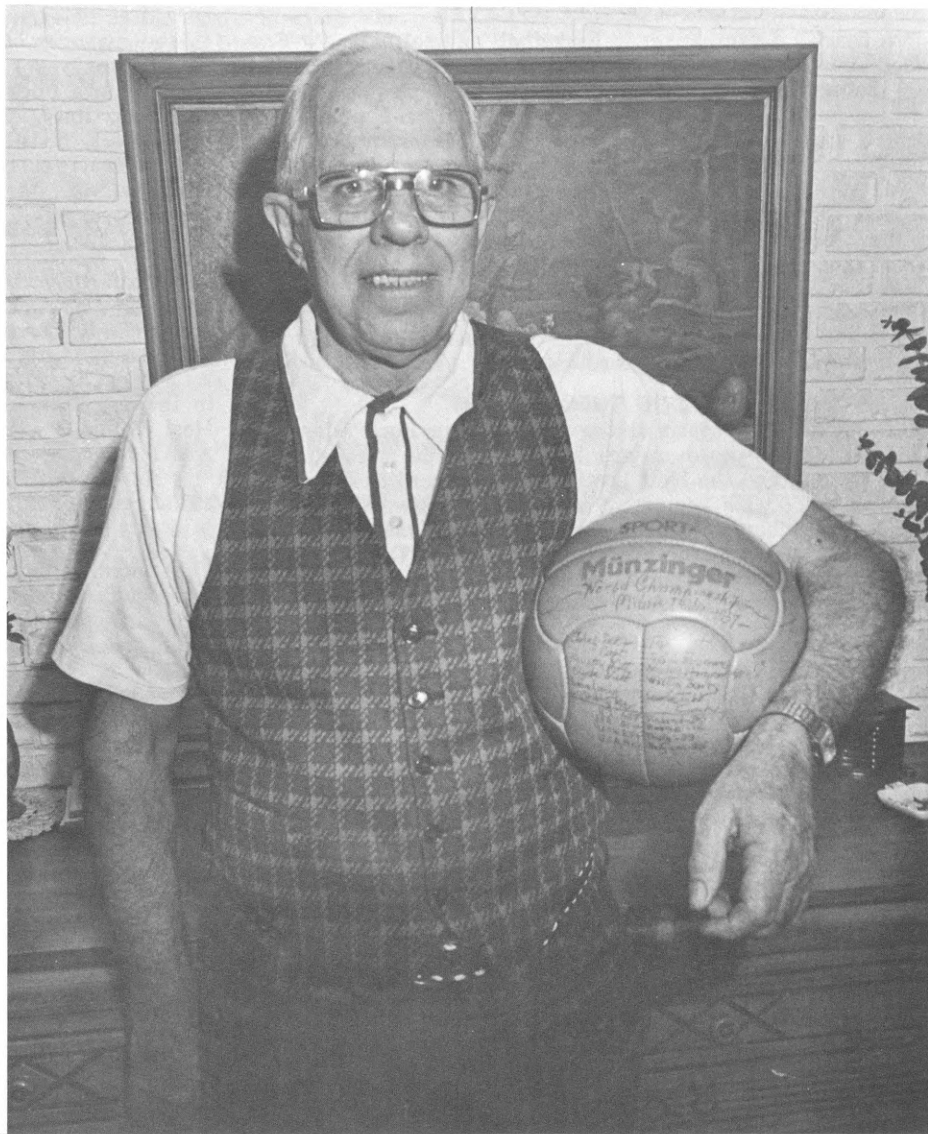
Tubb says he still marvels at how well the team played the game and described the encouragement received from their many fans as akin to those of today who follow the superstars of the sport.

Many persons worked diligently to raise funds to finance the expenses of the trip to Milan. Among those he remembers especially were the late H. J. Gingles and Mayor George Troutt. These men, along with Henry Finkbeiner, were instrumental in publicizing the need for local support. Every business in Benton, plus hundreds of individual citizens, contributed money for this effort.

Tubb says he will never forget the encouragement from the home front. He recalls that out of 50 Americans in Milan he was the only man who received a cablegram of congratulations from his home town.

Tubb has spent most of his lifetime in Benton. The family's original home was located on the Congo overpass off Interstate 30. He and his wife, the former Ruth L. Roberts of Lake Village, Arkansas, now live at 424 West South Street. Lonnie has been deaf since birth. His wife is also deaf, but from a childhood illness.

Tubb attended the Arkansas School for the Deaf in Little Rock, where his love for athletics was cultivated into a career of sharpshooting basketball, resulting in that ASD's winning the Southern Schools for the Deaf championship for three consecutive years, 1927-28-29. And during the 1927-28 cage



NEW HALL OF FAMER—Lonnie Tubb, who successfully coached the Little Rock Silents to a world basketball championship for the United States at the World Games for the Deaf in 1957 in Milan, Italy, is shown holding the ball used in the final game. Since then, the United States has yet to lose a WGD basketball contest.

season his school team won 24 and lost only 6. The life-sized basketball trophy signifying this honor still remains on display in the trophy case at the school.

Tubb also played football and baseball while a student. After completing his education, he joined I. O. Davis at the Enterprise Shoe Shop in Benton, which he later purchased upon Davis' death. Even with family and business obligations, he still found time to play independent basketball and baseball with his deaf friends around Central Arkansas, in addition to some seasons with a team composed of local hearing boys.

He has never found communication to be a problem despite his hearing

loss. Most of the local residents, in days past, used the manual alphabet to communicate with Tubb. Now he is receiving telephone calls by means of a TTY. Tubb learned of his election to the AAAD Hall of Fame via a TTY call from Wayne Mnich, chairman of AAAD Hall of Fame Committee.

Tubb's interests have also included sponsoring Little League baseball teams and stock boat racing and surf boarding at Hurricane Creek.

In 1950 and 1951, he entered a boat-ing marathon which went from Greenville to Vicksburg, Mississippi. Tubb said this was one sport where everyone could be equal "because no one could

hear over the loud motors."

His action supported this theory because in 1950 he was the high point winner in the CDEF stock group. His local boating friends were Burns Newbill, H. A. Reeves and Clyde Davis, all now deceased, and Dr. John Ashby, a Benton physician.

After a time, Hurricane Creek officials limited the amount of horsepower that could be used on the lake, and Tubb's interest turned to horses. At one point, every member of his family had a horse which was entered in local parades and rodeos.

In 1963, after his children had reached adulthood, attained their education and established homes of their own, Tubb sold the shoe shop and began teaching in the Vocational Department at the Arkansas School for the Deaf.

The Arkansas Democrat, in 1949, published a feature story, written by Anna Nash Yarbrough of Benton, which described Tubb as a "man who loved people and athletics." It was called "Life Is What You Make It," an appropriate story about a man who has been convinced that his life had been full of happiness and wonderful people.

In 1975, Tubb retired from teaching and now devotes most of his time to traveling with his wife in their mini-motor home.

The Tubbs have five children, all of whom have normal hearing. One daughter, Azy Crabb, lives in Benton with her husband, Dr. Frank Crabb, a local dentist, and two children. The other children in the family are: Joan Kirkpatrick, who lives with her husband and three daughters in Havana, Louisiana; Jimmy R. Tubb, who resides in Spartanburg, South Carolina, with his

wife and two daughters; Dr. Norman Tubb, who has a family medical practice in Springdale, Arkansas, with his wife and three children, and Lonnie Tubb, Jr., of Little Rock.

Tubb cites these experiences from his past as outstanding events in his life: When he was presented the Arkansas Traveler Award and the key to the city of Little Rock after the World Champion Little Rock Silents returned from Milan and landed at the Little Rock airport; and in 1957 when Henry Finkbeiner, in behalf of the Benton-Bauxite Chamber of Commerce, presented a plaque of appreciation to him at half-time during the Benton-Malvern game before a crowd of 4,000 fans.

Tubb and his wife were present for the AAAD Hall of Fame Awards, and leisurely made the trip in their motor home, touring various sites along the way.

* * *

The four other AAAD Hall of Fame inductees were **Luther C. Shibley**, now retired as teacher at the Arkansas School for the Deaf, very active in SWAAD and AAAD since 1951, chairman of the AAAD National Basketball Tournament held in Little Rock in 1961 and manager of the Little Rock Silents that won the world basketball title at Milan, Italy. He was also instrumental for helping the team to make the Milan trip through his fund-raising efforts that received the attention of Governor Orval E. Faubus of Arkansas; **Carl Lorello**, now of Los Angeles, one of deafdom's all-time basketball greats; **Duke Connell** of Cleveland, Ohio, who was responsible for the present-day strength of the CAAB, and **Paul Loveland**, one of the most talked-about basketball players in the

country. During his 21 years of playing basketball, he was elected to the First Team All-Stars 20 times, received honors as MVP Award five times and was responsible for many championship trophies for Utah School for the Deaf, Los Angeles Club of the Deaf and several AAU teams.

The AAAD Athlete of the Year Award went to **Lyle Grate**, a senior at the South Dakota School for the Deaf.

* * *

Craig Brown, a senior at North Carolina School for the Deaf, the national deaf prep football player of the year in 1975 and a deaf prep All-American in basketball for two consecutive years in 1975 and 1976, was selected to the United States basketball team for the upcoming World Games for the Deaf at Bucharest, Romania, July 16-26.

Brown, a 5-10 guard, played for the Carolina Athletic Association of the Deaf which went all the way to the finals of the AAAD National Basketball Tournament at Salt Lake City, losing a thrilling 88-84 game to defending champion Los Angeles Club of the Deaf.

The Charlotte-based team lost in the finals, but Brown got a break. The USA Games Committee had already selected 11 basketball players for a 12-man squad, all of them college athletes or players who had completed their high school careers and who had continued playing for AAAD member clubs, except Danny Sellick who was voted the top deaf prep selectee for the USA team. The selection was made last September. The 12th man, the committee decided, would be the tournament's most valuable player.

Brown scored 19 points in the finals and 63 digits in three games for an average of exactly 21 markers per game, even though the NCSD senior was the only prep player participating (he was ineligible for high school competition because of his age of 19). The MVP award went to Don Lyons of Los Angeles Club of the Deaf, and Brown was runnerup in the voting. But the California player had already been picked for the United States team, so Brown became the addition to the roster.

Below are the players selected for the USA cage team:

Gary Washington, 6-3, Denver Colorado
Kevin Ritchie, 6-6, Newington, Connecticut

Darrell Shaw, 6-2, Fort Worth, Texas
Navarro Davidson, 6-3, Beloit, Wisconsin

Ernie Epps, 6-5, Benton, Kentucky
Larry Bostelman, 6-2, Napoleon, Ohio
Durstun Winesburg, 6-2, Milwaukee, Wisconsin

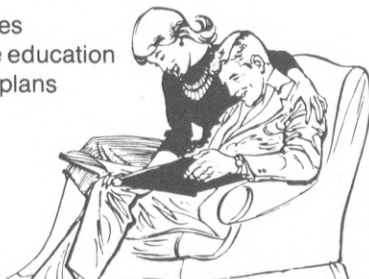
Ronald Stern, 5-8, Walnut Creek, California

Donald Lyons, 6-5, Los Angeles, California

Steven Blehm, 6-0, Bismarck, North Dakota

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NASTAR WINNER—Dan F. Miller of New York City took place in the Nastar race at Park City Ski Resort in Utah on March 23, 1977. Finishing second through fifth, respectively, were: John Young, New York City; Joseph Telese, New Jersey; Jim Liese, Colorado; Arnold De Parl, New York City. Winning time was 31.1.

Danny Sellick, 6-3, Kings Park, New York

Craig Brown, 5-10, Raleigh, North Carolina

As per instructions from the AAAD at the DC meeting last year, we were involved in developing a more satisfactory way of selecting the USA basketball team for the Bucharest Games. A method was developed for screening the best men throughout the land, whether or not they are on one of the top teams. This was a real challenge to the USA Games Committee. Thanks go to D. Cole Zulauf, USA team director, who chaired the selection and also to all regional presidents and Art Kruger who submitted names of players for consideration and also the members of the AAAD Administrative Board and the USA Committee. We have been given a real fine group of players who will represent the United States at the Bucharest Games. Naturally it will take time to mold them into a team since they had played so many different types of offense and defense. With Dan

Pordam of New York Union League of the Deaf coaching, this quintet should maintain the USA's perfect record in WGD competition since the Little Rock Silents won the world championship for the United States at the Milan Games in 1957.

Collected Poems of C. Allan Dunham

A paperback booklet of interest to all lovers of good poetry is now available by mail. "The Collected Poems of C. Allan Dunham, Special Rochester School for the Deaf Centennial Edition," has recently been published and is offered at practically cost to anyone interested. Nearly one hundred of Mr. Dunham's best poems dating back to the early twenties, and containing both serious and humorous poems, several about RSD and the writer's best schoolday friends and best-loved teachers. \$1.00 plus .50c postage, etc., per copy. Address C. Allan Dunham, 505 Elmwood Ave., Buffalo, N.Y. 14222.

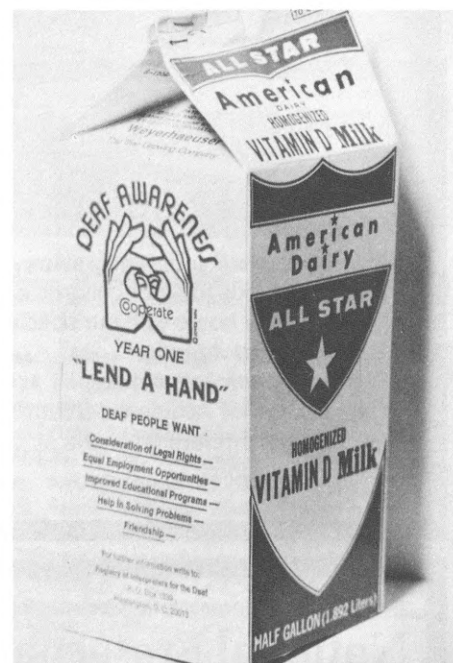
Evansville Milk Company Promotes Deaf Awareness

When a hearing person encounters a deaf person for the first time, the hearing person is usually impressed—sometimes negatively, more often positively. A favorable impression was made on Carl Hottenstein, president of American Dairy Milk Company in Evansville, Indiana. Mr. Hottenstein chanced to meet a deaf youth while in Wisconsin a few years ago. This deaf young man kept Mr. Hottenstein fascinated by his tales of traveling alone in Europe for two months. In Mr. Hottenstein's thinking, this is a risky adventure in itself, but to be deaf on top of it all—well, that must prove how little being deaf limits a person's activities.

Fortunately for Mr. Hottenstein, Mrs. Wilma Madison, who has a 12-year-old-deaf son, was employed at American Dairy. After returning from Wisconsin, Mr. Hottenstein was ready for Wilma to answer all of the questions he had about deaf people.

During this time, Wilma's close friend, Mrs. Jo Nell Hartig, was vice president of the Evansville Council for the Deaf and Hard of Hearing, Inc. Jo Nell's daughter, Teresa, was a teenage student at Indiana School for the Deaf, and Jo Nell's interest in promoting awareness of deaf adults was growing as her daughter became older.

Jo Nell remembered seeing promotional displays on milk cartons put out by American Dairy, and her inspiration to print the "Deaf Awareness—Year One" logo on the milk cartons led her to ask Wilma's opinion, and together



DEAF AWARENESS PROMOTION—This is one of the half gallon milk containers used by American Dairy in Evansville, Indiana. The cartons have already been through several printings.



Mrs. Jo Nell Hartig (left), mother of a teenage deaf daughter, and Mrs. Wilma Madison, who has a 12-year-old deaf son, pose with Carl Hottenstein, president of American Dairy Milk, Evansville, Indiana.

they approached Mr. Hottenstein. He agreed to print 50,000 milk cartons during May 1974, making it the first time the Deaf Awareness emblem has been printed in such an unusual, eye-catching advertisement. The 50,000 milk cartons were printed again in August 1975 and the third run is expected to be the middle of 1977. For such a help to awareness of deaf people, at the cost of the company, the deaf community is proud and grateful to Carl and Earl Hottenstein and the American Dairy Company.

ALA Conference Program Considers Deaf Services

On June 18, 1977, at the American Library Association Annual Conference in Detroit, the Health and Rehabilitative Library Services Division will be sponsoring a major program on serving the deaf. The topic "The Deaf Community and Libraries-Programs for Interaction" will feature deaf and hearing speakers in an extensive look at innovative library programming across the country.

In addition to the speakers, there will be a short film "It's Okay to be Deaf, Denise," followed by 12 discussion groups on different aspects of deafness, including manual and oral communication techniques, TTY services and program development.

The HRLSD meeting is scheduled from 2 to 5 p.m. in Cobo Hall, Detroit. Conference registration requirements have been waived for this session to permit attendance from the deaf community in Detroit. Interpreters will be available. Those wanting additional information should contact: Joe DaRold, 11700 Telegraph Road, Santa Fe Springs, California 90670, or call (213) 868-7738.

APRIL 1977



By TOIVO LINDHOLM
4816 Beatty Drive
Riverside, Ca. 92506

Humor

AMONG THE DEAF

Annie Nelson sent in this short short piece:

Kindness—a language which the dumb can speak, and the deaf can understand.
—C. N. Bovee.

* * *

Saw this in the *Reader's Digest*:

Recently, the Washington Star has been running a gossip column entitled "The Ear." Roll Call, a newspaper that circulates on Capitol Hill, came up with its own version, called "The Lobe" because it "begins where 'The Ear' leaves off."

* * *

Mrs. MacMorris, a neighbor calling on us for a chat, remarked, "I'm sitting on my hands."

Toivo, taking the pad and pencil, wrote, "Some of us deaf could have wished to have sat on their hands for saying something hurtful."

In the exchange of pad and pencil Toivo upset a dish of ice cream. The missus ran for a wash rag to clean up the mess:

Toivo said wryly, "This is when I should have been sitting on my hands instead of knocking things over."

* * *

THE TWO DEAF-MUTES

On a crowded trolley

One fine Boston afternoon

Two men of substance

At the straps hanging,

Got engrossed in watching

Below them seated

Two deaf-mutes

In sign-language conversing.

Soon wondered aloud

One man to the other

As to the extent, if at all,

The mutes' literacy.

"About that we'll see!"

Assured the other;

On a pad with a pencil

He wrote, "Can you write?"

The mutes received the note

With a pleasant surprise,

But after a look and a pause,

Slowly they shook their head.

Thereupon the two men standing

Looked down with pity

And to each other solemnly

Nodded their knowing head.

Silently moved the hand of the 'one

Who held the note,

Drawing from his pocket

An elegant fountain pen,

Emerald in color and

Trimmed in gold, expensive.

It he unscrewed and

Capped with a practiced ease.

With an exquisite penmanship

Of a grand flourish

He scribed upon the pad

And handed it over.

Lo! Never was there

Two men more astonished!

A masterstroke of rebuke—

"Can you read?"

—Alexander Waino Ekman

* * *

Lee was taking mom out for a ride, to see flowers in a nursery. Mom said to her, "Son Tom wrote, 'Lee is a peach of a gal.'" Lee was puzzled for just a moment, then laughed. She told mom he had said, "... a bitch of a gal."

* * *

The guitar has played an important part in our history. Every covered wagon that crossed the frontier had a guitar on it. At night those heroic pioneers would sit around their campfires, strum their guitars and sing at the top of their lungs to keep the Indians away. Of course, they also carried guns, because every once in a while they'd run across an Apache who was deaf—Sent by Emanuel Golden—Parade, Washington Post.

* * *

Long ago during the days of prohibition, a couple of deaf friends of mine decided to make some home brew. Unfortunately, they placed some in their bedroom closet and some in the cellar.

A hearing minister came to call and the deaf lady went into the kitchen to make coffee and fix cookies. They were talking with the minister who could sign and noticed he would jerk his head up in a startled manner ever so often, and then they started to notice a smell of beer, so the wife told the husband to go check. Home brew was oozing from under the closet door. He opened it and to his horror a bottle popped and all their clothes got soaked! This was the day before wash and wear. Alas, it took many a day to get the beery odor out and was an expensive brew. The minister hid a grin and left, but my friends never attempted another batch.
—Imogene Guire.

THE DEAF AMERICAN — 39

What's Happening

In Continuing Education

By DR. ELAINE COSTELLO

The Center for Continuing Education, Gallaudet College

More than 100 hearing impaired—vision impaired adults live in the Washington, D.C., area. They span the full range of sight and hearing loss. Few agencies or individuals are able or willing to help them, few even know how to begin.

In spring 1976, the Center for Continuing Education began a small program for hearing impaired—vision impaired adults. Eight people were enrolled in sign language and/or English classes. As a result of a \$5,000 gift from the Morris Gwendolyn Cafritz Foundation in Washington, D.C., the program is currently serving 40 different individuals in a variety of continuing education classes.

Instruction requires one, or even two, tutor/interpreters per student. Transportation, a large problem for hearing impaired—vision impaired people, is provided by volunteers and a paid driver. This year, inservice training was provided to 65 tutor/interpreters, many of whom were volunteer Gallaudet students and alumni. Eleven consultants donated their time and expertise to the program. The Cafritz funds cover the transportation expenses and materials for the courses while the Center provides the administrative and clerical support.

Ms. Wanda Hicks, manager of the Hearing Impaired—Vision Impaired Program, set up the classes and promoted the program. The most popular class has been a communication skills class which provides training in a variety of techniques popular with hearing impaired—vision impaired persons, including sign language, block printing in the hand, contact fingerspelling (touch), braille and a combination of methods. Interpreting is done on a one-to-one basis.

Other classes which are offered include Adult Basic Education classes (math, writing and reading) and a very popular pottery class. The pottery class gives instruction in both hand building pottery and wheel thrown pottery.

Exploratory courses, held both semesters, have been scheduled to identify those topics which are of most interest to the students. Each course requires a one-time experience with the topic, which might later be developed into a course if there is enough interest. For example, during the fall semester the

exploratory courses included Wine and Cheese Tasting, the Art of Self-Defense, Table Games and Pottery. It was because of the popularity of the Pottery experience last fall, that it was scheduled as a full course in spring. An exploratory course which was recently offered was a visit to the National Air and Space Museum. Five hearing impaired—vision impaired adults attended along with five volunteers who served as individual tutor/interpreters.

Next year the program hopes to open its doors to hearing impaired—vision impaired youths and adults in the wider Washington area, including Maryland and northern Virginia. According to the program manager, Wanda Hicks, "All classes are free of charge and are available to all persons whose hearing impairment—vision impairment are such that the combination of the two impairments cause difficulty in their daily progress and traditional instructional methods are not appropriate for optimum learning."



Wanda Hicks, program manager/tutor-interpreter, a lesson in braille with one of the students, Irene Medley.

For more information, please contact:
Ms. Wanda Hicks, Program Manager
Program for Hearing Impaired—
Vision Impaired Adults
Center for Continuing Education
Gallaudet College
7th and Florida Avenue, NE
Washington, D.C. 20002
Voice or TTY (202) 447-0626



Art Roehrig is given details of an airplane motor at the National Air and Space Museum by Jan Williams, a volunteer tutor/interpreter.

Church Directory

Assemblies of God

At the crossroads of America . . .
FIRST ASSEMBLY OF GOD FOR THE DEAF
 1175 W. Market St., Akron, Ohio 44313
 Sunday School, 9:30 a.m.; Worship, 10:45 a.m.;
 and 7:00 p.m.; Bible Study, Wednesday, 7:00
 p.m. Special services for the deaf.
 Rev. John K. Sederwall, pastor, (216) 836-5530
 TTY (216) 836-5531 Voice.

When in Baltimore, welcome to . . .
DEAF ASSEMBLY OF GOD CHURCH
 3302 Harford Road, Baltimore, Md. 21218
 Sun. 9:45-11:00 a.m., 7:30 p.m.; Wed., 7:30 p.m.
 Rev. Bruce E. Brewster, pastor. Phone 467-8041
 Jesus said, "I am the way, the truth and
 the life."—John 14:6

When in the Pacific Paradise, visit . . .
HAWAII CHURCH FOR THE DEAF
 3144 Kaunaoa St., Honolulu, Hi. 96815
 Sunday School 9:30 a.m.; worship 10:30 a.m.
 Bible Study, second and fourth Wed.; Fellow-
 ship First Fri., 7:00 p.m.
 Rev. David Schiewer, Pastor
 732-0120 Voice or TTY

When in Portland, welcome to
FIRST ASSEMBLY OF GOD FOR THE DEAF
 1315 S.E. 20th Ave., Portland, Ore. 97214
 Sunday 9:45 and 11:00 a.m.
 Thursday 7:30
 Rev. Norman Stallings, pastor

Baptist

CALVARY BAPTIST CHURCH
 Renton, Washington

Pastor, Dr. Sam A. Harvey; Interpreter, Mrs.
 Irene Stark (husband's first name is James).
 Sunday School, 9:45 a.m.; Morning Worship,
 11:00 a.m. (Interpreting for the Deaf). Eve-
 ning Worship, 7:00 p.m. (Interpreting for the
 Deaf)

APPLEWOOD BAPTIST CHURCH
 11200 W. 32nd Ave., Wheat Ridge, Colo. 80033
 Luther Mann, Th. D., Pastor
 (303) 232-9575
 4310 Iris Street
 Wheat Ridge, Colo. 80033

FIRST BAPTIST CHURCH
 529 Convention St., Baton Rouge, La. 70821
 Separate services in the Deaf Chapel, third
 floor, Palmer Memorial Bldg. Sunday School,
 9:00 a.m., for all ages. Worship services, 10:30
 a.m.
 Telephone (504) 383-8566 (Voice or TTY)

CALVARY BAPTIST CHURCH
 Corner Cleveland & Osceola, Downtown
 Clearwater, Fla.
 Services interpreted for the deaf
 9:30 a.m., Sunday School; 11:00 a.m., Morning
 Worship; 11:00 a.m., Live Color-TV-Channel 10

Come and learn God's word at . . .
HILLVIEW BAPTIST CHURCH
 7300 Greenly Dr., Oakland, Calif. 94605
 Sunday School, 9:45 a.m.; Worship, 11 a.m. &
 7 p.m.; Training hour, 6 p.m.; Wed. Bible &
 prayer, 7:30 p.m.
 Interpreters: Arlo Compther, Shirley Compther
 Pastor: James L. Parker, B. S., M. Div., Th. M.
 Phone (415) 569-3848 or 635-6397

**WEALTHY STREET BAPTIST CHURCH
 FOR THE DEAF**
 811 Wealthy Street, S. E., Grand Rapids, Mich.
 Rev. Roger Kent Jackson, pastor
 Sunday: 10:00 & 11:00 a.m.-6:00 p.m.
 Wed.: 7:00 p.m. Prayer & Bible Study
 Deaf Missionary Outreaches of our Church:
 Christian Captioned Films for the Deaf
 Christian Literature for the Deaf
 Christian Outreach for the Deaf

THE DEAF AMERICAN — 41



PENNSYLVANIA NIMRODS—Donald Johnston, Jr., left, bagged a spike buck one day after his father, right, got a six-pointer in Tioga County, Pennsylvania, during the first week of the 1976 deer season. It was the third time that the father-son pair bagged deer together, other successful hunts being in 1973 and 1974. The total deer harvest in the senior Johnston's lifetime is 16 deer in 22 seasons—eight bucks and six antlerless deer in Pennsylvania and two bucks in Canada. The biggest heads are eight and nine-pointers, taken in 1956 and 1963, respectively. The son has downed three bucks and a doe in eight seasons. He has been hunting with his dad since he was 12 years old and is now a senior at Pennsylvania School for the Deaf. His father is a 1952 PSD graduate.

POSITIONS OPEN for itinerant, preschool, primary and secondary teachers of the hearing impaired, audiologists and an educational program consultant at central Iowa's educational service and resource center to serve preschool and K-12 populations. Master's degree preferred. Iowa or transferable certificate required. Positions available beginning summer 1977. Contact C. R. Snell, Heartland Education Agency, 1932 S.W. Third St., Ankeny, Iowa 50021. An Equal Opportunity Employer.

THE FIRST BAPTIST CHURCH
217 Dill Ave., Frederick, Maryland
Robert F. Woodward, pastor
David M. Denton, interpreter
9:45 a.m., Sunday School for deaf
11:00 a.m., Morning worship service
interpreted for the deaf
A cordial welcome is extended

Visiting The Sarasota, Fla. Area?
Welcome to . . .

SOUTHSIDE BAPTIST CHURCH
2035 Magnolia St.
(Off of the 3200 Block of South Hwy. 41)
Services Interpreted for the Deaf
Sundays at 11:00 A.M. & 7:30 P.M.

When in Indiana's capital . . .
Visit Central Indiana's largest Deaf Department at

INDIANAPOLIS BAPTIST TEMPLE
2635 South East St., Indianapolis, Ind.
Central Indiana's largest Sunday School, located behind K-Mart on South 31
Deaf Chapel Hour 10:00 a.m.; Sunday eve 7:30 p.m. services interpreted.
Dr. Greg Dixon, Pastor
Church office phone (317) 787-3231 (TTY)

When in St. Augustine, Florida, Welcome To
CAVALRY BAPTIST CHURCH
110 Masters Drive, St. Augustine, Fla.
Interpreters for the deaf at the 11:00 a.m. worship service
Rev. Carl Franklin, pastor

PHILADELPHIA BAPTIST CHURCH & DEAF CENTER
823 W. Manchester Ave.,
Los Angeles, Calif. 90044
Sunday Bible study, 9:30 a.m.: worship, 11:00 a.m. Deaf and hearing worshipping together.
Elder Sam Hooper, Melvin Sanders, teachers:
Willa G. Boyd, interpreter; William T. Ward, pastor.

When in Washington, D.C., worship at . . .
THE BAPTIST CHURCH OF THE DEAF
8th & H Streets, N.W., Washington, D.C. 20001
Sunday School, 9:30 a.m. Worship, 10 a.m.
Francis C. Higgins, leader, 937-2507

22ND STREET BAPTIST CHURCH
6620 E. 22nd Street, Tucson, Arizona 85710
Phones 298-2850 and 886-6702
Pastor: Charles E. Pollard
Interpreters: Murray and Nancy Machen
Bible study, 9:30 a.m.; worship services, 11:00 a.m. and 7:00 p.m. All services interpreted for the deaf, including all music.
Anyone traveling to or through Tucson will find a cordial welcome.

FIRST BAPTIST CHURCH
14200 Golden West St., Westminster,
Calif. 92683
Sunday morning Bible study, 9:30 worship, 11:00. Sunday night Christian life studies, 6:00; worship service. 7:00.
Recreation and social calendar on request.
Pastor, Robert D. Lewis
Church phone 714-894-3349

Worship and serve with us at
FIRST BAPTIST CHURCH
510 West Main Avenue
Knoxville, Tennessee 37902
Sunday: Sunday School 9:30 a.m.; Morning worship 11:00 a.m.; Training Union 6:00 p.m.
Evening worship 7:00 p.m.
A Full Church Program for the Deaf

IMMANUEL BAPTIST CHURCH
16th and Hickory, Pine Bluff, Ark.
"In the heart of Pine Bluff for the hearts of people!"

You are invited to worship with us at 9:45 in Sunday School and 10:55 in Worship. Join us for lunch on the second Sunday of each month—a special fellowship for the deaf. Evening worship, 7:00; Wednesday services, 7:00.
Mrs. Leroy Spillyards, Interpreter
Anton C. Uth, Pastor

When in the Nation's Capital . . .
Visit the fast growing Deaf Department of
FIRST BAPTIST CHURCH OF RIVERDALE
Maryland's largest Sunday School, 3 blocks west of Baltimore-Washington Pkwy.
6200 Riverdale, Riverdale, Md.
Sunday School 9:45 a.m.; Deaf Chapel Hour, 11:00 a.m. All other services interpreted.
Dr. R. Herbert Fitzpatrick, Pastor
Church office phone 277-8850

COLUMBIA BAPTIST CHURCH
103 West Columbia Street
Falls Church, Virginia 22046
The Deaf Department invites you to attend Sunday School at 9:45 a.m. Worship services at 11:00 a.m. and 7:30 p.m. interpreted for the deaf.

A church that cares for the deaf . . .
AIRPORT BAPTIST CHURCH
2600 Army Post Rd., Des Moines, Iowa 50321
Services: Sunday School, 9:45; Morning Worship, 11:00; Evening Service, 7:00.

TABERNACLE BAPTIST CHURCH
Derry Rd., Rte. 102, Hudson, N. H. 03051
Pastor: Arlo Elam
Interpreters: Frank and Carol Robertson
All services interpreted for deaf including music. Sunday: Bible Study at 9:45 a.m.; worship at 11:00 a.m. and 6:00 p.m. Wednesday: Evening service 7:00 p.m.

Catholic

Roman Catholic
Immaculate Conception Parish
177 S. York Rd., Elmhurst, Ill. 60126
Contact: Deacon Jim Monahan,
TTY 815-727-6411
All welcome to signed Mass Service at 9:00 a.m., 2nd and 4th Sundays, September through June.

NEW ORLEANS CATHOLIC DEAF CENTER
721 St. Ferdinand St., New Orleans, La. 70117
(504) 943-5511 24-Hour Answering Service
Office: Monday through Friday, 8:30 to 4:30
Movie: Friday 7:30 to midnight (Hall)
Mass Saturday, 7 p.m., at St. Gerard Parish for the Hearing Impaired, followed by social.
Socials: Saturday, 8 p.m. to midnight (Hall)
Hall: 2824 Dauphine Street, Phone (504) 943-7888.
24-Hour Educational Service (504) 945-4121
24-Hour TTY News Service (504) 945-7020
Rev. Gerard J. Howell, Pastor/Director

INTERNATIONAL CATHOLIC DEAF ASSOCIATION, CANADIAN SECTION
National Pastoral Centre, Holy Name Church
71 Gough Ave., Toronto, Ontario,
M4K 3N9 Canada
Moderator, Rev. B. Dwyer
Mass each Sunday, 1:00 p.m.; religious instruction each Saturday, 1:30 p.m.

ST. JOHN'S DEAF CENTER
8245 Fisher, Warren, Mich. 48089
TTY (313) 758-0710
Moderators: Rev. Gary Bueche
Sister Dolores Beere, MHSH
Mass every Sunday at noon

ARCHDIOCESE OF LOS ANGELES
Services for the deaf and hard of hearing.
Office: 923 S. Grattan St., Los Angeles, Ca. 90015
(213) 388-8101, Ext. 236, TTY 234
9:00 a.m. to 4:30 P.M.
Rev. Brian Doran, Director
Rev. George Horan, Associate Director

Church of Christ

WESTERN HEIGHTS CHURCH OF CHRIST
1912 N. Winnetka
Dallas, Texas 75208
Sunday—9:45 a.m.
Ralph D. Churchill, 941-4660

ROCKVILLE CHURCH OF CHRIST
1450 W. Montgomery Ave., Rockville,
Md. 20850
Sunday Class, 10:00 a.m.; Worship Services, 11:00 a.m., 6:00 p.m.
Minister: Don Browning
Interpreter: Don Garner

HUBER HEIGHTS CHURCH OF CHRIST
4925 Fishburg Rd., Dayton, Ohio 45424
Signed Bible Classes and Worship Services
Bible Classes—Sunday 9:30 a.m.; Wednesday 7:30 p.m.; Worship Services—Sunday 10:30 a.m. and 6:00 p.m.

ECHO MEADOWS CHURCH OF CHRIST
2905 Starr Ave., Oregon, Ohio 43616

Adjacent to Toledo on Eastside. Get off I-280 at Starr Avenue exit—approx. 2 mi. straight east.

Bellamy H. Perkins, Deaf Minister
Three Hearing Interpreters
Funerals, weddings, counseling, Minister available for services in your town. Deaf chapel separate from hearing. Minister available to help you.

Visitors warmly welcome.
In Los Angeles area, worship at . . .

MAYWOOD CHURCH OF CHRIST
5950 Heliotrope Circle
Maywood, California 90270
Sunday class 9:30 a.m., Worship service 10:30 a.m., 6 p.m. Wednesday Bible study 7 p.m.
Bob Anderson, Minister (213) 583-5328
Restoring Undenominational Christianity
Worship, 11:00; Evening Service, 7:00.

When in Idaho, visit . . .
TWIN FALLS CHURCH OF CHRIST
2002 Filer Avenue East, Twin Falls, Idaho
Bible Study, 10:00 a.m.; Worship, 10:55 & 6 p.m.
Preacher: David Foulke
Interpreters: Jim and Sheila Palmer

Episcopal

ST. AGNES' MISSION FOR THE DEAF
Each Sunday, 12 noon, at
St. Philip's Episcopal Church
Dennison Ave. & West 33rd St.,
Cleveland, Ohio
Vicar: The Rev. Jay L. Croft
482 Orlando Ave., Akron, Ohio 44320
TTY 216-0864-2865

THE EPISCOPAL CONFERENCE OF THE DEAF IN THE UNITED STATES
Welcomes you to worship with us at any of our 75 churches across the nation.
For information or location of the church nearest you, consult your telephone directory or write to:

Robert Cunningham
Executive Secretary
556 Zinnia Lane
Birmingham, Alabama 35215

ST. MARK'S EPISCOPAL CHURCH FOR THE DEAF
St. Stephens Road and Craft Highway,
Toulinville, Mobile, Ala.
Rev. Silas J. Hirte

When in Denver, welcome to
ALL SOULS MISSION FOR THE DEAF—ST. MARK'S EPISCOPAL
1160 Lincoln St., Denver, Colorado
Tel. 534-8678
Open every Sunday at 10 a.m.
All Souls Guild meetings second Friday night, 7:30 p.m.
All Souls Guild socials fourth Friday night, 7:30 p.m.
Rev. Edward Gray

The oldest church for the deaf in the United States
ST. ANN'S CHURCH FOR THE DEAF
Episcopal
426 West End Ave., near 80th St.
Services 11:30 a.m. every Sunday
The Rev. Columba Gilliss, OSH
Mail Address: 251 W. 80th St.
New York, N. Y. 10024

ALL SOULS' CHURCH FOR THE DEAF
Philadelphia, Pa.

The Rev. Roger Pickering, Vicar
When in historic Philadelphia, a warm welcome to worship with us! Services every Sunday, 1:30 p.m. St. Stephen's Church, 10th below Market, in Center City, Philadelphia.

When in Rochester, N. Y., welcome to
EPHPTHATA EPISCOPAL CHURCH OF THE DEAF
St. Thomas Episcopal Church
Corner Highland Ave. and Winton Rd.
Rochester, N. Y. 14609
Services 10 a.m. every Sunday
Contact: The Rev. Alvin Burnworth
Voice or TTY 315-247-1436

Lutheran

OUR SAVIOR LUTHERAN CHURCH OF THE DEAF

Meeting in the Gloria Dei Chapel of the
Lutheran School for the Deaf
6861 E. Nevada, Detroit, Mich. 48234
Worship at 10:30 every Sunday
(9:00 a.m., June, July, August)
Rev. Clark R. Bailey, Pastor
Phone (313) 751-5823

When in Minneapolis, welcome to . . .
**BREAD OF LIFE LUTHERAN CHURCH
FOR THE DEAF**
2901 38th Avenue South
Minneapolis, Minnesota 55406

Services 11:00 a.m. every Sunday
(10:00 a.m. during June, July and August)
The Rev. Lawrence T. Bunde, pastor

We are happy to greet you at . . .
EMMANUEL LUTHERAN CHURCH
2822 E. Floradora, Fresno, Calif. 93703
S. S. Class for Deaf Children, 9:15 a.m.;
Every Sunday: Bible Class, 9:15 a.m.; Worship
Service, 10:30 a.m. (interpreted).
Stanley Quebec, pastor; Clarence Eisberg, as-
sociate pastor, phone 209-485-5780.

Need help? Want to hear good news? Visit
**ST. MARK LUTHERAN CHURCH
OF THE DEAF**
421 W. 145 St., N. Y., N. Y. 10031
Sun. worship 2 p.m.—June-Aug. 1 p.m.
Bible Class and Sunday School 3:30 p.m.
Rev. Kenneth Schnepf, Jr., pastor
Home Phone (914) 375-0599

Visiting New York "Fun" City?
**ST. MATTHEW LUTHERAN CHURCH
OF THE DEAF**
41-01 75th St., Elmhurst (Queens), N.Y. 11373
11:00 a.m. Sunday Worship (10:00 a.m.
June-July-August)
Rev. Frederick Anson, Pastor
212-335-8141 or 516-248-2357 Voice or TTY
1 block from IND-74th St./Roosevelt Ave.
and IRT-74th St. Subways

Welcome to . . .

PEACE LUTHERAN CHURCH FOR THE DEAF
4201 North College Avenue
Indianapolis, Indiana 46205
Worship every Sunday at 10:30 a.m.
Pastor Marlow J. Olson, the only full time
pastor to the deaf in the State of Indiana
in the Nation's Capital visit . . .

CHRIST LUTHERAN CHURCH OF THE DEAF
5101 16th St., N.W., Washington, D.C. 20011
Sunday Worship—9:15 a.m.
Robert J. Muller, pastor
TTY 864-2119

Welcome to . . .

**PILGRIM LUTHERAN CHURCH
OF THE DEAF**
3801 Gillham Road, Kansas City, Mo. 64114
Worship every Sunday, 11:00 a.m.
Walter Uhlig, pastor, Phone 561-9030

You are welcome to worship at . . .
**HOLY CROSS LUTHERAN CHURCH
FOR THE DEAF**
101 N. Beaumont, St. Louis, Mo. 63103

Just west of Rodeway Inn, Jefferson Ave.
Worship every Sunday, 10:30 a.m.
TTY (314) 725-8349
Rev. Martin A. Hewitt, pastor

**PRINCE OF PEACE LUTHERAN CHURCH
FOR THE DEAF**
205 N. Otis, St. Paul, Minn.
Services every Sunday at 11:00 a.m.
Summer services every Sunday at 10:00 a.m.
Rev. Wm. Lange, pastor
TTY 644-2365, 644-9804
Home 724-4097

ROGATE LUTHERAN CHURCH OF THE DEAF

2447 East Bay Drive, Clearwater, Florida
(Between Belcher and Highway 19)
A church of the deaf, by the deaf, for the
deaf. Our services are conducted in sign lan-
guage by the pastors. Services 1st Sunday, 2:00
p.m.; 3rd Sunday, 7:00 p.m. TTY and Voice—
531-2761.
Rev. Frank Wagenknecht, pastor; Rev. Gary
Bomberger, associate

DEAF ZION LUTHERAN CHURCH
15000 N.W. 27th Ave., Miami, Florida 33504
Phones (with TTY): Ch. 688-0312 or 651-6720
or 621-8950

Every Sunday:
Bible Class 10:00 A.M.
Worship Service 11:00 A.M.
Ervin R. Oermann, pastor
Paul G. Consoer, lay minister

In North New Jersey meet friends at
**ST. MATTHEW'S LUTHERAN
CHURCH FOR THE DEAF**
510 Parker St. at Ballantine Pkwy.
Newark, N. J. 07104
(Bus No. 27 to B. Pkwy., 3 bl. West)
Sundays, 10 a.m.; Thursdays, 8 p.m.
Rev. C. Roland "G" Gerhold, pastor
Need help? Phone (201) 485-2260

ST. PAUL'S MISSION FOR THE DEAF OF GREATER HARTFORD

679 Farmington Ave., West Hartford, Conn.
Services every Sunday at 7:30 p.m.; Fel-
lowship Guild, 4th Thursday at 7:00 p.m.
ST. GEORGE'S MISSION FOR THE DEAF
74 Federal St., New London, Conn.
Services: 2nd, 3rd, and 4th Sundays at
10:00 a.m.; Fellowship Guild, 1st
Saturday at 7:30 p.m.
ASCENSION MISSION FOR THE DEAF
1882 Post Rd., Darien, Conn.
Services: 1st, 2nd, and 3rd Sunday at
2:00 p.m.; Fellowship Guild, 4th
Saturday at 7:30 p.m.
The Rev. Ray Andersen, Vicar
Episcopal Missions for the Deaf of Conn.
23 Thomson Rd., West Hartford, Ct. 06107
TTY (and voice) (203) 561-1144

United Methodist

**CAMERON UNITED METHODIST CHURCH
OF THE DEAF**
1413 Sycamore, Cincinnati, Ohio 45210
Sunday Worship 11:00; Sunday Study 12:00
Rev. Tom Williams, minister
A place of worship and a place of service.
All are welcome.

FOREST PARK UNITED METHODIST CHURCH
2100 Kentucky Ave., Fort Wayne, Ind. 46805
Sunday School, 9:30 a.m.; church services,
11:00 a.m.
Total Communication Used
Grace Nunery, Coordinator for Deaf Ministry
Rev. C. Albert Nunery, Senior Pastor

When in Metropolitan Washington, D.C.,
worship at
**WASHINGTON UNITED METHODIST CHURCH
FOR THE DEAF**
7001 New Hampshire Ave., Takoma Park, Md.
Worship Service in the Fireside Room
at 10:30 a.m.
Sunday School for hearing children
Captioned Movies every first Sunday
at 11:45 a.m.
Rev. LeRoy Schauer, pastor

**CHICAGO UNITED METHODIST CHURCH
OF THE DEAF**
Services in Dixon Chapel
77 West Washington St., Chicago, Ill. 60602
John M. Tubergen, leader
P. O. Box 683, Elmhurst, Ill. 60126

Other Denominations

IMMANUEL CHURCH FOR THE DEAF
657 West 18th St., Los Angeles, Calif. 90015
Sunday school, 9:45 a.m.; Sunday morning
worship, 11:00 a.m.; Bible Study, Tuesday,
7:30 p.m.

When in the Pacific paradise, visit
HAWAII CHURCH FOR THE DEAF
3144 Kaunaoa Street, Honolulu, Hawaii 96815
Sunday School 9:15 a.m.; Worship 10:30 a.m.
Wed. Bible Study and Fri. Fellowship 7:00 p.m.
Children's weekday religious education classes
Rev. David Schiewek, pastor
For information call 732-0120

When in Atlanta, Ga., welcome to

CRUSSELLE-FREEMAN CHURCH OF THE DEAF

(Non-Denominational)

1304 Ailene Avenue, S.W., Atlanta, Ga. 30310
Sunday School 9:45 a.m.—Worship 11:00 a.m.
and 7:00 p.m.
Wednesday Bible study and prayer 7:00 p.m.
Rev. Wilber C. Huckleba, pastor
Free Captioned Movie, 7:00, third Friday

DEAF MISSIONARY CHURCH

3520 John Street (Between Texas and
Norvella Ave.) Norfolk, Va. 23513

Pastor, John W. Stallings, Jr.
Sunday School, 9:30 a.m.
Worship Service, 10:30 a.m.
WYAH-TV (each Sunday, 2:00 to 2:30 p.m.)
THE DEAF HEAR (Nationwide)
Bible Study and Prayer—Wednesday 7:30 p.m.

CHRIST'S CHURCH OF THE DEAF (Non-Denominational)

Meets in First Christian Church building
each Sunday.
Scott and Myrnest Streets
Council Bluffs, Iowa
Bible School, 9:30 a.m.; Worship, 10:30 a.m.
Duane King, Minister
Mailing address: R. R. 2, Council Bluffs,
Iowa 51501

RELIGIOUS EDUCATION OFFICE

430 N. Center St., Joliet, Ill. 69435
Contact: Deacon Jim Monahan,
TTY 815-727-6411

All in Joliet area welcome to signed Mass
Service at 10:45 a.m., 3rd Sunday, September
through June.

When in Allentown, Pa., welcome to
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Services held every fourth Sunday of the
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An Interdenominational Deaf Church
Mrs. Grace A. Boyer, Director of Public
Relations

METROPOLITAN COMMUNITY CHURCH OF LOS ANGELES

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Sunday worship services,
11:00 a.m. and 7:30 p.m., signed.

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